Англійская мова

Вучэбны дапаможнік для 8 класа
агульнаадукацыйных устаноў
з беларускай мовай навучання

Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь

МІНСК
"ВЫШЭЙШАЯ ШКОЛА"
2010

УДК 811.111(075.2=161.3)
ББК 81.2Англ-922
А24

Аўтары: Л.М. Лапіцкая, Н.В. Дземчанка, А.І. Калішэвіч, Н.В. Юхнель, А.В. Волкаў, Т.Ю. Сеўрукова

Рэцэнзенты: кафедра прафесійнай іншамоўнай падрыхтоўкі ўстановы адукацыі «Баранавіцкі дзяржаўны ўніверсітэт» (кандыдат педагагічных навук, дацэнт, заслужаны настаўнік Рэспублікі Беларусь *Ю.У. Маслаў*); настаўнік англійскай мовы вышэйшай катэгорыі дзяржаўнай установы адукацыі «Сярэдняя агульнаадукацыйная школа № 184 г. Мінска» *Н.У. Шудзейка*

ISBN 978-985-06-1912-9

Contents

UNIT 1

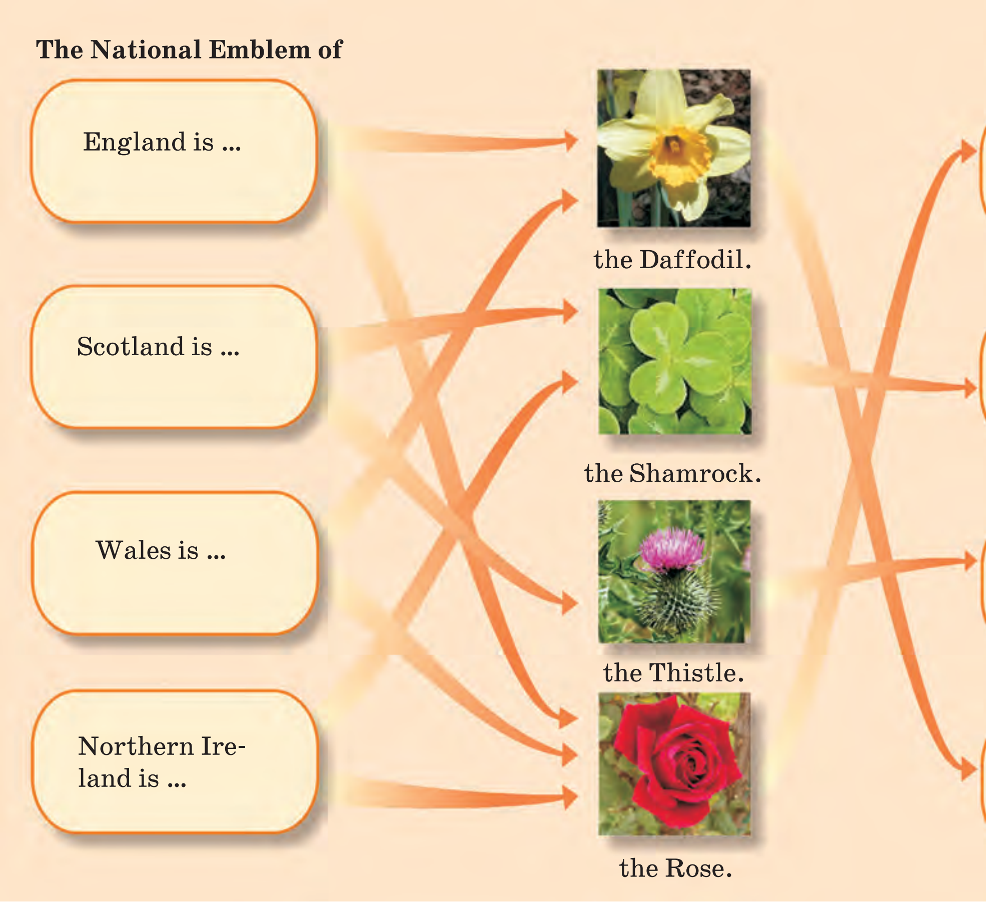
ABOUT THE UK

Lesson 1. AboutUK.com

1. Answer the questions.

What's the UK? What's the UK famous for? Where can you find information about the UK?

2. How well do you know the national symbols of the UK? Play the board game. Start with a country's emblem and come to its flag.







It's

The red cross on a white field

The red X-shaped cross on a white field

The white X-shaped cross on a blue field

The red dragon on a green and white field



is the Red Dragon.



is the Cross of Saint Andrew.



is the Cross of Saint George.



is the Cross of Saint Patrick.

Scotland's flag.

Wales' flag.

one of Northern Ireland's flags.

England's flag.

3a. **Look through the main page of the website AboutUK.com. What topics does the website cover[1]? What's the topic of this webpage? Match the rubrics with the information.**

Model: 1 – C

AboutUK.com.







Home	General information	Geography	FAQ[2]
Places to visit	Games	Trivia quizzes[3]	Stories

1. Official name of the country
2. UK countries
3. Head of the state
4. Head of the government [ˈg vənmənt]
5. Area
6. Population (2007)
7. Capital and largest city (2003)
8. Other large cities.

Interesting fact: Nine out of ten people live in towns and cities.

9. Monetary [ˈm nɪt(ə)ri] unit

7,429,200 – seven million four *hundred and* twenty-nine thousand two hundred

A. 244,820 sq km[4] **B.** Prime Minister David Cameron [ˈkæmərən] (2010) **C.** The United Kingdom of Great Britain and Northern Ireland **D.** Queen Elizabeth II (1952) **E.** England, Scot-

---

[1] **What topics does the website cover?** Якія тэмы ахоплівае гэты сайт?; [2] **FAQ – Frequently Asked Questions** пытанні, якія часта задаюцца; [3] **Trivia quiz** [ˈtrɪviəˌkwɪz] віктарына, інтэлектуальная гульня; [4] **sq km** = km² квадратныя кіламетры

land, Wales and Northern Ireland **F.** London [ˈl ndən], 7,615,000 (with metro area), 7,429,200 (city only) **G.** Pound sterling (£) **H.** 60,776,238 people; **I.** Glasgow [ˈglɑ:zgəʊ], 1,099,400; Birmingham [ˈbɜ:mɪŋəm] 971,800; Liverpool [ˈlɪvəpu:l] 461,900; Edinburgh [ˈedɪnbərə] 460,000; Leeds 417,000; Bristol 406,500; Manchester [ˈmæntʃɪstə] 390,700; Cardiff 321,000, Belfast [belˈfɑ:st] 276,459.

3b. Listen and check.

3c. Have a phonetic competition. Who can say correctly more proper names and numbers?

4. Play trivia quiz.

A. In pairs make questions to the rubrics of the website and about the UK's national symbols.

Model: 1. What's the official name of the country?

Help box. What's the ... / Who's the ... / What are the ...of the UK?

's = is

B. For two minutes read the webpage again. In pairs play the first game of trivia quiz: ask and answer your questions in turn.

C. Play the second game of trivia quiz between 2 teams.

D. Play the third game of trivia quiz about Belarus. Ask your teacher different questions.



Help box. the Republic of Belarus, President, Belarusian [ˌbeləˈrʊsiən], flag, region, regional [ˈri:dʒ(ə)nəl] cities

5. Write 10 questions about Belarus.

Lesson 2. Geography of the UK

1a. **Read and complete the chant. Listen, check and learn the chant.**

political   physical

Maps, maps, ... maps.
What do they show?
Mountains, islands,
Rivers and lakes,
Oceans and seas.
And like these.

Maps, maps, ... maps.
What do they show?

Countries on continents,
Regions in countries,
Towns, villages,
even bridges.

Maps, maps.
What's their role?
They take us on a tour
Round the world.

1b. **Say the tongue twister. Mind the** [eɪ]**-sound.**

The rain in Wales stays mainly in the plains.

1c. **Find the words with the sound** [eɪ] **(see ex. 1a, b). Which letters and letter combinations denote this sound?**

2. **Look at the map on the webpage (p. 9). What kind of map is it? What does it show? Read the proper names on the map from north to south and from west to east (see the inner cover). Use the definite article "the" where necessary.**

NB: No article is used with the names on maps.

3. **Play a guessing game. Imagine you were in the UK last summer.**

to the north of – in the north of

Model: A: I've been *to the north of* the Grampian [ˈgræmpɪən] Mountains.
B: To the north of the Grampian Mountains? Were you in the Northwest Highlands?
A: No, I wasn't.
B: Were you on the Orkney [ˈɔ:knɪ] Islands?
A: Yes, I was.

4a. Read the information line on the next webpage of the site AboutUK.com. What's the topic? Read the whole page and complete the questions.

Location	seas	border	islands	interesting facts

What is the ... of the UK?

The UK *is situated* on the British Isles [ðəˈbrɪtɪʃˌaɪlz]. It lies between the Atlantic Ocean in the north and west and the North Sea in the east. The UK is 35km off the northwestern coast of France, from which it **is separated** [ˈsepəreɪtɪd] by the English Channel. In its **narrowest** part it is called the Strait of Dover.



Interesting fact





Beneath [bɪˈni:θ] the English Channel there is the Channel Tunnel, which **links** the UK with France. The Channel Tunnel

is the longest undersea tunnel in the world. The section under the sea is 38km long. The three tunnels, each 50km long, were made at an average[1] of 40m below the sea bed.

above the sea – below the sea

fl

How many ... are the British Isles made up of?

The British Isles ***are made up of*** 136 inhabited[2] islands [ˈaɪləndz]. The two largest islands are Great Britain and Ireland [ˈaɪələnd]. Some other large islands are the Hebrides [ˈhebrɪdi:z] to the north-west of Great Britain, the Orkney [ˈɔ:knɪ] Islands to the north and the Shetland Islands still further (еще дальше) to the north. The biggest island to the south of Great Britain is the Isle of Wight.

Interesting fact

There are 6,289 islands around Great Britain (England, Scotland and Wales), mostly in Scotland.

What ... **surround [səˈraʊnd]** the UK?

The UK *is washed* by four seas:

to the south by the English Channel, which separates it from continental Europe, to the east by the North Sea, to the west by the Irish Sea and to the north-west by the Atlantic Ocean.

Intersting fact

No one in the UK lives more than 120 km from the sea.

How long is the land ...?

Only Northern Ireland, part of the UK, shares a 360km international land **border** with the Republic of Ireland. The UK does not **border on** any other countries.

4b. **Listen and check your questions. Read along.**

4c. Look at the words in bold in the text and guess what they mean[3]. Write their translation without a dictionary. Check with your partner, then with the class. Use the definitions below.

---

[1] **at an average** [ˈæv(ə)rɪdʒ] у сярэднім; [2] **inhabited** [ɪnˈhæbɪtɪd] населеных; [3] **what they mean** што яны абазначаюць.

location [ləʊˈkeɪʃ(ə)n] **(n)** – the place or position where someone or something is

separate [ˈsepəreɪt] **(v)** – divide into parts; **separate** [ˈsəp(ə)rət] **(adj)** – not together

narrow (adj) – small in width, not wide (шырокі)

link (v) – antonym: separate

be made up of – consist of, include

surround (v) – be / stand around somebody / something

a border (n) – a dividing line between countries or geographic regions

border on / **upon** (v) – lie along the dividing line

5a. Name five new facts you have learnt about the UK. What's the most interesting fact for you? Work in pairs.

5b. Play "The last sentence" game about the UK with your class. Remember as many facts as you can.

6. Do you know how long the Belarusian border is? Ask your teacher about the length of the border with the neighbouring countries. Add up all the numbers and calculate the total length (даўжыню).

Model: How long is the Belarusian border with Russia?

Belarus borders on five countries: Russia in the east and northeast (**?** km), Latvia [ˈlætvɪə] in the north (**?** km), Lithuania [ˌlɪθjʊˈeɪnɪə] in the northwest (**?** km), Poland [ˈpəʊlənd] in the west (**?** km), and Ukraine in the south (**?** km).

Water borders: none.

7a. What do the sentences with words in italics mean? (See ex. 4a.)

Grammar aid: Present Simple Active and Passive

Present Simple Active Voice

Four seas **wash** the UK.

S + V(es)

Present Simple Passive Voice

The UK **is washed by** four seas.

S + am / is / are + V3 ...

7b. Write about Belarus. Use the Present Simple Passive Voice.

Model: My country *is situated* in the centre of Europe.

My motherland is the Republic of Belarus. My country (*situate*) in the centre of Europe. It (*make up*) of six regions: Brest, Vitsebsk, Gomel, Grodna, Minsk and Magiley. Belarus (*not wash*) by any seas or oceans, so it (*not separate*) from other countries by seas and oceans. Belarus (*border*) by five countries.

Belarus is mostly flat (плоская). Some uplands can (*find*) near Minsk and in some districts of Magiley and Grodna regions. Most of Belarus (*cover*) by forests. It is a beautiful country with lots of rivers and lakes and very gently rolling hills in some parts.

Lesson 3. A beautiful variety

1a. Listen to the poem and read it. What is it about? What are the poet's feelings?

1b. Learn it by heart.

My Heart's in the Highlands

by Robert Burns (1759–1796)

My heart's in the Highlands, my heart is not here;
My heart's in the Highlands a-chasing the deer;
A-chasing the wild deer, and following the roe,
My heart's in the Highlands wherever I go.
Farewell to the Highlands, farewell to the North,
The birthplace of Valour, the country of Worth;
Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.
Farewell to the mountains high covered with snow;
Farewell to the straths and green valleys below;
Farewell to the forests and wild-hanging woods;
Farewell to the torrents and loud-pouring floods.
My heart's in the Highlands, my heart is not here;
My heart's in the Highlands a-chasing the deer;
A-chasing the wild deer, and following the roe,
My heart's in the Highlands wherever I go.

chase – паляваць

roe [rəʊ] – казуля

farewell [ˌfeəˈwel] = good-bye

valour [ˈvælə] – бясстрашнасць

worth [wɜ:θ] – годнасць

wander [ˈwɒndə] – вандраваць, **rove** – хадзіць

cover [ˈk və] – пакрываць

strath [stræθ] – плоская рачная даліна

torrent [ˈtɒrənt] – горны паток, **flood** [fl d] – паток, паводка



2. **Look through the webpage for tourists about the British landscape. What can you see? What's your opinion of these places?**



plains



highlands



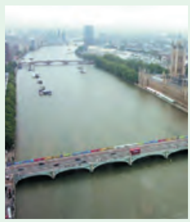
lowlands



moorlands



hills



rivers



lakes



valleys

Help box. I like ... I think it's / they're ...
attractive, unattractive, beautiful, dull, picturesque, amasing, fantastic, super, great, marvellous [ˈmɑ:vələs], fascinating

3a. **Read about the British landscape. Why is it described as full of contrasts and varied?**

The UK is a real attraction for tourists. It's **full of** beauty and contrasts [ˈkɒntrɑ:sts], **ranging from** the Northwest *Highlands* and the Grampian Mountains of Scotland **to** the *lowlands* in the south and east of England and along the coast elsewhere in the UK.

Its landscape is extremely **varied** [ˈveərɪd], so everyone will find something they will enjoy. There are grassy **plains**, beautiful wide and narrow **valleys** and purple heathery[1] **moorlands**

[1] **heathery** [ˈheðərɪ] верасовыя

[ˈmʊələndz] **covering** the mountains, velvet (аксамітныя) hills, thick (густыя) forests, picturesque lakes and marvellous beaches.

3b. Look through the text again and match the words with their translation. Check in pairs, then with the whole class.

1. be full of, **2.** range (from ... to) (v), **3.** varied (adj), **4.** a plain (n), **5.** a valley (n), **6.** cover (v).

A. пакрываць, **B.** разнастайны, **C.** быць поўным (*чаго-н.*), **D.** раўніна, **E.** распасціравацца ад ... да, **F.** даліна.

4a. Read and compare. What do the words mean?

moorland = moor (верасы, балота) + land = балоцістая мясцовасць, пакрытая верасам
midlands = middle (сярэдні) + lands (землі) = "землі ў сярэдзіне"

Highland, lowland, homeland, motherland, wonderland, Disneyland, Scotland.

4b. What words are missing?

1. My ... is Belarus. 2. On maps ... is usually coloured brown and lowland is .... 3. We can find a lot of swings, slides, merry-go-rounds and other rides in .... 4. ... is a beautiful country in the north of Great Britain. 5. "Alice in ..." is a famous book by Lewis Carroll.

5. Your friend is going to Britain. Advise him or her to see some places.

recommend doing something
recommend someone / something to someone
recommend / advise someone to do something

Help box. **A.** What places could you advise / recommend me to visit?
B. I (strongly) advise you to go to the Highlands. / I recommend going to the Highlands. / By all means (you should) go to the Highlands. / They're marvellous. You can see ... there.
A: It sounds great! / I'm already fascinated.

6. **Imagine you are in Britain and are asked different questions about Belarus (Lessons 1 – 3). Role play the talk.**

7. **This is an encyclopedia text about the landscape of Belarus. Change the text to make it attractive for tourists. Write it.**





Type of landscape: generally flat (звычайна плоскі) (the average elevation[1] is 162 meters above sea level); highlands in Northern Belarus with a hilly landscape and gently sloping ridges[2]; lowlands in the south with the swampy [ˈswɒmpɪ] plain (балоцістая раўніна) of Polyessye, shared with Ukraine, Poland and Russia; one-third of the country is covered with pushchas, large unpopulated forests.

noun + **y** = ***adjective***
swamp (балота) + y = swampy (балоцісты)

Hill**y**, swamp**y**, heather**y**, rock**y**, grass**y**, ston**y**.

populated – **un**populated inhabited – **un**inhabited

Lesson 4. The longest, the highest, the deepest

1a. **The world is full of wonders. Which is**

1) the biggest island in the world?
a) Australia. b) Greenland. c) Great Britain.

2) the longest river in the world?
a) The Amazon. b) The Yangtze River. c) The Nile [naɪl].

[1] **the average elevation** сярэдняя вышыня; [2] **gently sloping ridges** пакатыя грабяні (узгоркаў, пагоркаў)

3) the widest river in the world?
a) The Amazon. b) The Mississippi. c) The Irtish.

4) the biggest lake in the world?
a) Lake Superior. b) Lake Baikal. c) The Caspian Sea.

5) the deepest lake in the world?
a) Lake Baikal. b) Lake Tanganyika (Africa).
c) The Caspian Sea.

6) the longest mountain range in the world?
a) The Alps. b) The Andes. c) The Urals.

7) the highest peak in the world?
a) K2. b) Everest. c) Kilimanjaro.

1b. **Listen and check your guesses.**

2. Make a web page of UK's extremes. First read and answer. Which of the facts is the most surprising for you?



We can hardly (наўрад ці) find great distances [ˈdɪstənsɪz] in the UK, as it is an island country. It is small, lovely, cosy, varied and extremely attractive. It is full of beauty.

Compare it with the world's geography. The largest of the British Isles – Great Britain – is about 230,000 sq km. The world's largest island Greenland is 2,176,000 sq km. It means that Greenland is almost ten times **as large as** Great Britain. The longest mountain range – the Andes [ðɪˈændi:z] – is 9,000km long. It is sixty times **as long as** the Cambrian Mountains in Wales, which are 150km long.

The rivers in Britain are not very long either. But of course they are **not so short as** the Haolai [ˌhɑɪəʊˈlɑɪ] River in China and they are **not as narrow as** this river. The Haolai River is almost twenty times shorter than the Thames. The total *length* of the Haolai River is about 17km and its average *depth* is about 50 centimetres. Usually, it is a bit more than 10 cm wide. The narrowest part is only a few centimetres. You can put a book on it as a bridge. Therefore it is also called the Book Bridge River. Experts are surprised that this narrow river is like (как) any natural river. They also proved (даказалі) that the Haolai River



has been flowing (цячэ) for more than 10,000 years.

But none of the UK's rivers can compare with such a huge river as the Amazon. It is almost (амаль) **as long as** the Nile. But the second longest river in the world is the widest. Many kilometers from its mouth the Amazon can be **as wide as 11** kilometres. During the wet season, parts of the Amazon are more than 190 kilometres in *width*. At the place where it meets the Atlantic, it is as wide as 325 km. Because of its huge size, it is sometimes called the River Sea. Nowhere is the Amazon crossed by bridges. This is not because of its huge width, but because most of the river flows through tropical rainforest, where there are few roads and even fewer cities, so there is no need for crossings.



What do the words in italics mean?

	adjective – noun	
deep (глыбокі) – depth (глыбіня)		long – length
wide – width	strong – strength	warm – warmth

Grammar focus: Comparative sentences

+	Greenland (1) is almost *ten* times **as large as** Great Britain (2). = **1** is a lot (larger) than **2.**
?	Is the Amazon **as long as** the Nile? As long as = the same as
–	The UK rivers (1) are **not as / not so short as** the Haolai River (2). = **1** is longer than **2.**

3. Work in pairs. How does the UK compare with the rest of the world?

A. Look at the table and compare the longest rivers in the world, Belarus and in the UK.

The longest rivers (kilometers)

in the world	the Nile *6,650*	the Amazon *6,400*	the Yangtze *6,300*
in the UK	the River Severn [ˈsevn] *354*	the River Thames [temz] *346*	the River Trent *297*
in Belarus	the River Dnepr *690*	the River Byarezina *613*	the River Prypyats *495*

Model: The longest river in the world is only 250km **longer than** the second longest river. The longest river in the world is almost **20 times as long as** the UK longest river. The longest Belarusian river is almost **twice (= two times) as long as** the UK longest river. The second longest river ...

B. Work in pairs. One of the students gets a card from the teacher. Ask each other for the missing information.

The largest lakes (square kilometres)

in the world	The Caspian Sea (Kazakhstan) *371,000*	Lake Superior (U.S.–Canada) –	Lake Victoria (Africa) *68,800*
in the UK	Lough [lɒk] Neagh [neɪ] (N. Ireland) –	Lower Lough Erne [ɜ:n] (N. Ireland) *109.5*	Loch [lɒk] Lomond [ˈləʊmənd] (Scotland) –
in Belarus	Lake Narach (Minsk region) *79.6*	Lake Asveya (Vitsebsk region) –	Lake Chyrvonaye (Gomel region) *40.3*

C. **Look and compare the largest lakes in the UK and the rest of the world (see ex. 3A).**

Help box. What's the area of ... / How large is ...?



40.3 – forty point three

D. **Copy the table in your exercise-books. Listen and write in the figures.**

The highest peaks (metres)

in the world	Mount Everest (the Himalayas) ___	K2 (the Himalayas) ___	Kanchenjunga (the Himalayas) ___
in the UK	Ben Nevis [benˈnevɪs] (Scotland) ___	Snowdon [ˈsnəʊdən] (the Cambrian Mountains, Wales) ___	Scafell Pike [ˌskɔ:felˈpaɪk] (the Cumbrian Mountains, England) ___





E. **Look, compare and write about the highest peaks in the UK and the rest of the world (see the model in ex. 3A).**

4. **Write a text for the web page about the UK's extremes (10 – 12 sentences).**

Lesson 5. Places to visit

1a. Alesya, a girl from Belarus, has written to the forum to ask about UK's attractions. Read the pages of the forum and match the forum visitors with the places they write about.


Highlands


Snowdonia


Giant's Causeway


Lake District

A. Hi everybody! I've never been abroad, but this year I'm going to school in the UK. What places could you advise me to visit?

varied (adj) – variety (n)

James 007. The great thing about Great Britain is that you can see here an amazing variety of nature: mountains and hills, valleys and plains, moorlands and grasslands, rivers and lakes, forests and islands, and of course, the sea. There's so much to see! You have to be very selective (выбіральным).

Cutey. I would recommend different parts of the UK. It should be the Highlands in Scotland, the Giant's Causeway[1] [ˈdʒaɪəntsˈkɔ:zweɪ] in Northern Ireland, Snowdonia [snəʊˈdəʊnjə] in Wales and the Lake District in England.

Em. You're absolutely right. I would strongly advise you to go to the Lake District in the Cumbrian Mountains. I was there last summer. It's a National Park and one of the most popular tourist attractions in England. Lake Windermere [ˈwɪndəmɪə] is an excellent place for boating. It's the largest natural lake in England – 16.9 km long, 1609 m wide and 67m deep. I'm sure you'll enjoy

[1] **causeway** дарога, праход

the valleys, lakes and mountains. The views[1] are absolutely marvellous!

A. It sounds great! Thanks, folks [fəʊks].

should = ought to

James 007. By all means you ought to go to the Giant's Causeway in Northern Ireland. From the 1700's it became widely known as the Eighth Natural Wonder of the World and visitors began coming to the fascinating array[2] of over 40,000 basalt [ˈbæsɔ:lt] columns [ˈkɒləmz]. For centuries countless visitors have marvelled at the mystery of the Giant's Causeway. The amazing symmetry of the columns have always intrigued [ɪnˈtri:gd] the visitors. To walk on the Giant's Causeway is to voyage back in time.

Cutey. You have a wide choice now, A., but I would like to advise you to go to Snowdonia in Wales. Nowhere else (нідзе яшчэ) in Britain will you find such a variety, in such a compact area, as you will in Snowdonia in Wales. There are many places to see and things to do in Snowdonia, so by all means go and enjoy the mountains, beaches, moorlands, forests, lakes, valleys, castles and steam (паравыя) railways.

A. I'm already fascinated! Thank you, everybody.

1b. Read the forum again and answer the questions.

1. Where are these places:
   a) the Giant's Causeway? b) Snowdonia?
   c) the Lake District?
2. Where will you see
   a) a variety of landscape? b) thousands of basalt columns?
   c) lakes in mountain valleys?
3. Which place
   a) is called the Eighth Wonder of the World?
   b) is good for boating activities?
   c) offers travelling by steam railway?

1c. Choose two places and prove to your friend that they are worth seeing (варта паглядзець). Work in pairs. Use the highlighted formulas (see ex. 1a).

[1] **views** [vju:z] краявід; [2] **array** [əˈreɪ] масіў

1d. **Act out the forum discussion in groups of three or four.**

1e. **Which place would you like to see? Why? Share it with your class.**

2a. **Organise a similar discussion about places of interest of Belarus.**

2b. **Write about 1 – 2 places of natural beauty in Belarus you would recommend to a foreign visitor.**



Dzerzhynskaya Gora



The Braslav lakes

3a. **Listen to one of the legends about the Giant's Causeway and answer the question: Which theories** [ˈθɪəriz] **about the Giant's Causeway do you believe?**

a) man-made; b) natural formation; c) volcanic activity.





3b. **Listen again and put the sentences in the right order.**

Model: 1 – C.

A. The hunters who settled in the area after the last ice age 10,000 years ago created a lot of legends about it. **B.** Finn Mc-Cool built a causeway across the sea for Benandonner to come and see who was stronger. **C.** The Giant's Causeway was discovered by the Bishop of Londonderry (Епіскап Ландандэрыйскі). **D.** The legend says that there were two giants who challenged (кінулі выклік) each other. **E.** A debate on how it was formed

started in 1694. **F.** A Frenchman explained it was the result of volcanic activity. **G.** Benandonner thought that Finn was a very big giant and quickly left for Scotland, ruining the causeway behind him. **H.** Finn was so tired that he fell asleep. **I.** When Benandonner came for a fight, Finn's wife Oonagh covered the sleeping Finn with a dress and a hat and said that it was their baby.

3c. Listen and choose the correct answer.

1. The Giant's Causeway is located in
   a) Northern Ireland. b) in Ireland.
   c) in the north-western part of Ireland.
2. The Bishop of Londonderry discovered the causeway in
   a) 1792. b) 1692. c) 1694.
3. The columns that make up the causeway were formed
   a) about 60 million years ago.
   b) about 16 million years ago.
   c) after the last ice age (10,000 years ago).
4. The causeway was first seen by
   a) the Bishop of Londonderry. b) Finn McCool.
   c) hunters and gatherers.
5. The causeway was built by
   a) a giant called Benandonner.
   b) a giant called Finn McCool.
   c) Finn's wife Oonagh.
6. The two giants never fought because
   a) Oonagh panicked. b) Finn panicked.
   c) Benandonner panicked.

Lesson 6. Frequently asked questions

1. Can you explain the following quotation from the book by George Mikes "How to be an Alien"?

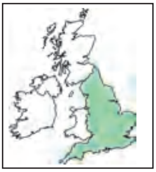
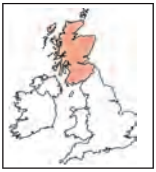
"When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles – but never England."

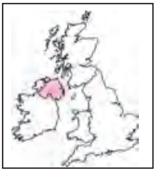
2a. Read the answers to Frequently Asked Questions. Can you explain the quotation[1]?



A. The UK is an abbreviation [əˌbri:vɪˈeɪʃ(ə)n] of the United Kingdom of Great Britain and Northern Ireland. It's on the British Isles.

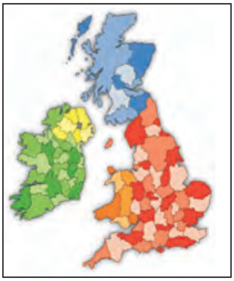
B. The UK is made up of four countries – England, Scotland, Wales and Northern Ireland. They are not independent countries, but "countries in a country". They share citizenship (грамадзянства), the armed forces[2], money, parliament and the capital – London. Nevertheless[3], each of the countries has its own national flag, emblem, anthem, and public holidays.



Remember! Only people from England are English. People from Wales are the Welsh, people from Scotland are the Scottish, people from Northern Ireland are Irish. But everybody from the UK is British.

C. GB is an abbreviation for Great Britain. Great Britain is a political term, which means three countries together – England, Scotland and Wales. It is also a geographical term: the largest island in the British Isles is called so.



D. Counties [ˈkaʊntɪz] are areas with their own local government (мясцовы ўрад), which runs (кіруе) education, housing, town planning, rubbish disposal (утылізацыя смецця). County governments look after roads, libraries, museums, theatres, cinemas, swimming pools, sports clubs, businesses, etc. Counties also give people a sense (пачуццё) of homeland, its culture and history.

---

[1] **quotation** [kwəʊˈteɪʃ(ə)n] цытата; [2] **the armed forces** [ˈɑ:mdˈfɔ:sɪz] узброеныя сілы; [3] **nevertheless** [ˌnevəðəˈles] тым не менш

E. Yes, it's true. The UK is a kingdom. Queen Elizabeth II has been the head of the country since 1952. In fact, the country is run by the government, which is made up of ministers. The Prime Minister is David Cameron (2010).

F. Everywhere (усюды) in the UK English is the official and common language. Nevertheless, each country of the UK has its own language. In Wales there are two official languages – English and Welsh. Welsh is studied at schools, and nearly a fifth of the people in Wales speak it. Less than 2 per cent of the people in Scotland, mainly in the Highlands and western islands, speak Gaelic [ˈgeɪlɪk]. Only a few people can still speak the Irish form of Gaelic in Northern Ireland.

2b. **What are the questions of the FAQ page? Write them in pairs. Listen and compare.**

Grammar aid: How to ask questions

1. In each paragraph find the key sentence, which expresses the main idea. 2. Pay attention to the tense and voice of the sentence. 3. Remember how questions are formed in this tense and voice. 4. Ask the question following the scheme.

? — is / are — noun / adjective …?

What — is — the UK?

? — aux. v — S — V / Ving / V3 …?

What area does the UK occupy?

What countries is the UK made up of?

3. **Do the trivia quiz about the UK.**

1. What's the capital of Northern Ireland?
   a) Cardiff **b)** Dublin **c)** London **d)** Belfast

2. Where can you find Loch Ness?
a) England **b)** Wales **c)** Scotland **d)** Northern Ireland

3. What is the capital of Scotland?
a) Glasgow **b)** Aberdeen **c)** Edinburgh **d)** Inverness

4. What is the highest mountain in Britain?
a) Snowdon **b)** Ben Nevis **c)** Ben Macdhui **d)** Scafell Pike

5. In which part of Britain can you find the Lake District?
a) England **b)** Wales **c)** Scotland **d)** Northern Ireland

6. Which island lies between England and France?
a) The Isle of Man **b)** The Isle of Wight
c) Sheltand Islands **d)** Jersey

7. Which part of Britain is not in the flag of the UK?
a) England **b)** Wales **c)** Scotland **d)** Northern Ireland

8. What is the flag of the UK called?
a) Tricolour **b)** Union Jack **c)** Stars and Stripes
d) United Kingdom

4. Divide the class into two teams. Each team makes up 10 questions about the UK.

5. Play trivia quiz in teams. Each correct question and answer is two points.

6. Do the project "A website about Belarus".

1. With your class decide which pages it should include, e.g. Home (general information), Geography, Trivia quizzes, Games, Places to visit, Interviews, Stories.
2. Work in a few groups.
3. Each group chooses one-two pages for designing.
4. In your group discuss the layout of the pages.
5. Discuss which photos or pictures you can use.
6. Write the text together.
7. Make the page on a large piece of paper (prepare a multimedia presentation).
8. Get ready to present your webpage in class.

Lesson 7. Loch Ness Monster

1. Have you ever heard of Loch Ness Monster? Read and answer: Is there enough evidence of its existence (пацвярджэнняў яго існавання)?

People believe that in the deep waters of Scotland's long lake, called Loch Ness ("loch" means "lake" in Scottish), spreading almost from coast to coast in Glen Mor, there is a huge monster. It was seen first as long as 1400 years ago.

Since that time thousands of people said they had seen the monster. And all those who saw the creature[1], whether it was in the 19th or 20th century, whether they were ordinary local people or serious people like priests (святары), lawyers (юрысты), policemen, teachers, describe the same thing: a huge, dark-coloured creature, about seven to ten metres long with a long snake-like head and neck.



There are very few photographs of the Monster and there are very few good ones. It's understandable. Imagine you meet such a creature. First you freeze open-mouthed, then you give a cry of excitement, horror or great surprise. At last you remember that it's a good idea to take a photo of the thing, but the creature is hundreds of metres away and your hands are shaking so much, that the photo can't be good first thing.

Nevertheless, a group of scientists organized an Investigation Bureau[2] in the 1960s. For a long time they watched with cameras, listening equipment and sonar equipment[3]. The equipment discovered animal-like sounds and the film showed something alive. In fact, even with lights it's difficult to see a few metres ahead, because the water in Loch Ness is full of peat (торф) from the mountains around. So, it's very dark. Later

---

[1] **creature** [ˈkriːtʃə] істота; [2] **Investigation Bureau** [ɪnˌvestɪˈgeɪʃənˈbjʊərəʊ] Бюро даследаванняў; [3] **sonar equipment** [ˈsəʊnɑːɪˈkwɪpmənt] эхалакацыйнае абсталяванне

some new sonar equipment found two huge very strange moving objects (аб'екты, якія рухаюцца). In August 1972 a team of experts picked up an echo and an underwater camera took a photo of something that looked like a huge flipper (плаўнік). The experts explained that it looked like a huge prehistoric creature – plesiosaur [ˈpliːsɪəˌsɔː],



which had died out 70 million years before.

Loch Ness is 35 kilometres long and it's very deep. The water is cold but never freezes (замярзае). So, it's big enough and good enough for a family of large creatures.

Could the myth be reality? Should we laugh at the discovery?

2. Read again and answer the questions.

1. When did people see the monster? 2. How many people saw it? 3. How did they describe the monster? 4. Why are there few photos of the monster? 5. When did scientists begin to watch Loch Ness? 6. What equipment did they use? 7. Why is it difficult to take underwater pictures in Loch Ness? 8. What did experts discover in August 1972? 9. What creature was it? 10. Is Loch Ness monster a myth or reality?

3. Advise Alesya to visit Loch Ness.

4. Would you like to go to Loch Ness? Why or why not?

UNIT 2

SCHOOL IS NOT ONLY LEARNING

Lesson 1. What does your school offer?

1a. Choose three things you like about your school. What can you add to this list?



The timetable, school rules, uniform, school lunch, breaks, holidays, clubs, lessons, classmates, competitions.

Model: I like breaks, of course. We can have a rest, talk to our friends, play table tennis or other games. We have a few ten-minute breaks and one twenty-minute break, when we have lunch.

a ten-minute break

1b. Do you agree that school is a good place?

2a. On her first day at school Alesya was given a booklet about Hill Ridge School. Read the introduction. Do you think it's a good school? Why?

boarding school – a school in which most or all the students live and study. Usually it is very expensive to study there.

Welcome to Hill Ridge School!

We are one of the UK's leading **boarding schools** for boys and girls from 11 to 20.

We believe that every child is an individual. Our **aim** is to help students find strengths. We try to **develop** their talents and **abilities**. We **offer** the best **facilities** for all students. Hill Ridge School **encourages** [ɪnˈkʌrɪdʒɪz] interest and enthusiasm both during and after classes.

Our school is famous for its tradition of HONESTY, FRIENDLINESS and EXCELLENCE. **RESPECT** for each other is the golden rule.

2b. Look through the text again and match the words with their translation. Check in pairs, then with the whole class.

1. develop, **2.** abilities, **3.** offer, **4.** respect, **5.** encourage, **6.** aim, **7.** facilities

A. абсталяванне, **B.** прапаноўваць, **C.** здольнасці, **D.** развіваць, **E.** мэта, **F.** павага, **G.** садзейнічаць / заахвочваць

2c. Read and think. What do the words in bold mean?

an aim (n) – **aim at** (v)
respect for (n) – **respect smb** (v)
excellent (adj) – **excellence** (n)
kind (adj) + *ness* = **kindness** (n)
friendly (adj) + *ness* = **friendliness** (n)

3a. Listen, read and learn the school's slogan.

for = because

Watch your thoughts, for they become words.
Watch your words, for they become actions.
Watch your actions, for they become habits (звычкі).
Watch your habits, for they become your character.
Watch your character, for it becomes your destiny (лёс).

3b. What sounds do the letters "wa" and "ch" denote?

4a. What does Alesya like or dislike about her new school? Listen to the conversation with her classmate and make two lists.

1) Alesya likes ...

2) Alesya dislikes ...



4b. Listen again and complete the sentences about Hill Ridge School.

Hill Ridge School is a school for .... Lessons begin at ... and are over at ... . The breaks last .... Students like their ... . Students have to ... .

5. What does your school offer? What are your school's aims? Make up true sentences about your school.

> **Help box.** *Our school offers* good lunches / modern facilities for learning / sport clubs / school trips / excursions / parties / school subjects weeks / Olympiads
> *Our aim is to develop* talents / abilities / strengths / positive thinking
> *We also aim at encouraging* friendliness / honesty / excellence in learning / respect for each other

6. Role play the conversation "An English visitor to your school". Student A is a guide, student B is a foreign visitor.

> **Help box.** 1. Where do you study? 2. What are the aims of your school? 3. What's your school's slogan? 4. What facilities does your school offer? 5. What do you do during and after classes? 6. What's your school routine (распарадак)? 7. Do you have to wear a school uniform? 8. What are your school rules? 9. What do you like about your school?

7. Write an introduction to a booklet about your school.

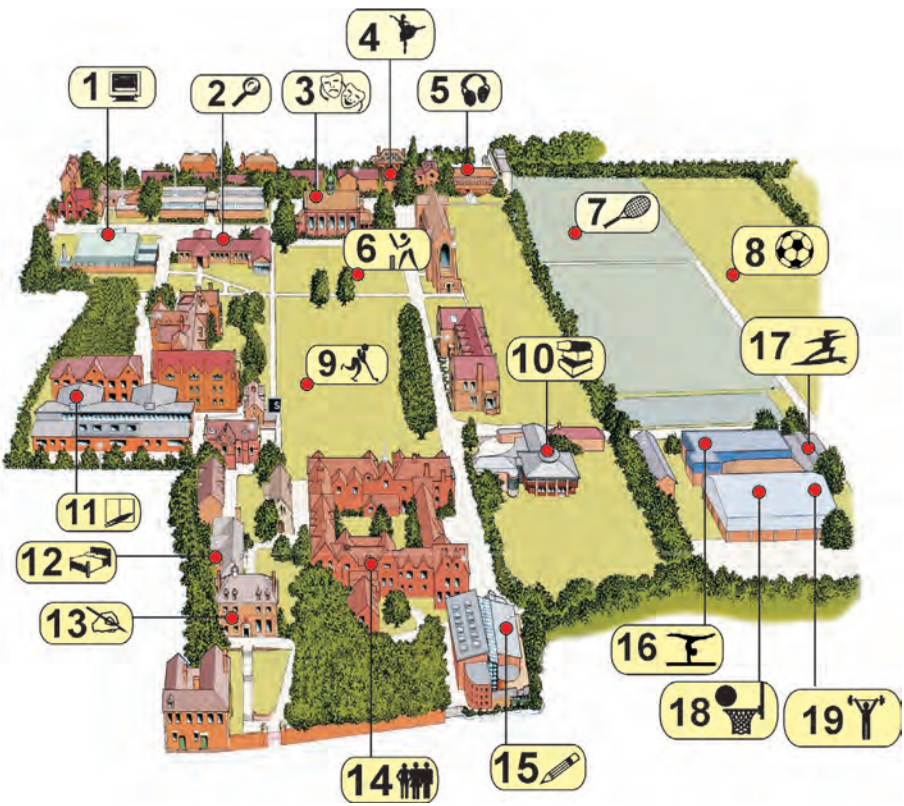
Lesson 2. What's there in your school?

1a. **Alesya is studying the map of her new school. Can you find these places on the map?**

campus – the area of land where the main buildings of a school, college or university are situated

CAMPUS and its FACILITIES

Foreign language centre •Science centre •Drama centre •Art centre •Ballet area •Computer centre •Library •Sport centre • Fitness centre •Gym •Tennis court •Basketball court • Football pitch •Cricket pitch •Hockey pitch •Homework area •Assembly Hall [əˈsembliˈhɔ:l] •Bedrooms •Classrooms



1b. **Alesya's got French, Maths, English, Drama and PE today. Where are the right places? Make up dialogues.**

> **Help box.** **A.** Excuse me. Where's the ... ? – **B:** It's next to ..., to the left of ....
> next to / in front of / to the right of / to the left of / between / behind / opposite.

2a. **Read part of the school booklet about school facilities and complete it with the correct names of places.**

• *The foreign language centre* • *The sports centre* • *The science centre* • *The library*

... is a language laboratory [ləˈbɒrət(ə)rɪ] with multimedia computers and satellite TV in five languages: French, Spanish, English, Italian and Chinese. Here you can practise foreign languages and get help from **experienced** [ɪkˈspɪəriənst] teachers. It'll be helpful if you want to **enrich your vocabulary** and to get **a good command** [kəˈmɑ:nd] **of** a foreign language.

... has thousands of books, audio books, films, **reference books** and multimedia computers, which you'll need for your projects and self-study (самаадукацыя). Here you can do your homework, **search** [sɜ:tʃ] **for** the information on the Internet and relax reading a book.

... is used for many different sports and activities with all the **equipment** [ɪˈkwɪpmənt] you need. Here one may find a **football pitch**, a cricket pitch and a hockey pitch which are for boys and girls to play the games. Tennis, basketball and volleyball can be played at any time of the day – light or dark as well as in any weather. The fitness centre is **fully-equipped** with 72 different exercise machines and running machines.

... has three fully equipped laboratories for experiments in Physics, Chemistry and Biology. Here you can **conduct experiments** [ɪkˈsperɪmənts] and **carry out scientific** [ˌsaɪənˈtɪfɪk] **projects**. It'll be necessary for those who want to learn Science in their future life.

2b. **Look at the words in bold in the text and guess what they mean. Write their translation without a dictionary. Check with your partner, then with the class. Use the definitions below.**

experienced (part) – having the knowledge or skill which is necessary for something
enrich (v) – make richer; **enlarge** (v) – make larger
reference book – a book which is used for getting information, not for reading it all
search for (v) – look for something
equipment (n, unc) – the things which are needed for an activity
narrow (adj) – small in width, not wide (шырокі)

rich (adj) + **en** = **enrich** (v)   large + **en** = **enlarge**

3a. **You are going to be a guide in Hill Ridge School. Listen to the text (ex. 2a) and learn to read it expressively.**

3b. **Work in a group of three. Each of you chooses three places to show to visitors.**

Where are these places? What are these places equipped with? Which place would you go to most often? Why?

4. **These are the questions Alesya was asked about her school in Belarus. Act out the talk.**

1. What facilities are there at your school? 2. What sports games do you play at your school? 3. Are there good facilities for doing sport? 4. Where do you usually have your English classes? What equipment do you use? 5. Where do you have drama lessons? 6. What do you like doing after classes? Where? 7. What other facilities do you want to have in your school? What for?

5. **Here is a letter Alesya wrote to her friends in Belarus. Read the letter and fill in the missing words.**

reference, fully-equipped, drama, conducting, boarding, experienced, facilities, carrying, encourage

Hello everybody!

I'm writing to you from Hill Ridge School. Everything is wonderful here. It's a ... school whose aim is to develop students' talents and abilities. They have the best ... here which ... students to do their best. At the moment I'm thinking what club to join because they have many. I don't like science very much though I'm fond of ... experiments and ... out scientific projects. I'm sure I'll be using the library because they have ... books and multimedia computers which are important for self-study. I also know they have many ... teachers who will help me to enrich my vocabulary and to get a good command of English. You will also find here a ... fitness centre, a hockey pitch and everything to become an Olympic champion. But what I liked best was a large room with a stage in it. It's for ... classes. I think I'll choose it. Acting on stage in English is something I've always dreamt of.

Looking forward to hearing from you. Write asap.

Love, Alesya.

asap – as soon as possible

6. **Write a similar letter about your school (10–12 sentences).**

Lesson 3. When the lessons are over…

1. **What can we do at school when the lessons are over?**

2a. **Read the next part of the school booklet. Are there enough opportunities for out-of-class activities?**

a number of = a wide range of

Outside the classroom

Hill Ridge School has a wide range of out-of-class activities.

There is a number of school clubs and **societies [səˈsaɪətɪz]** to meet the interests of each pupil. They offer **opportunities [ˌɒpəˈtju:nətiz]** to develop different talents and **skills** and test them in different school **events [ɪˈvents]**.

2b. Look through the text again and match the words with their definitions. Check in pairs, then with the whole class.

1. a society, **2.** an opportunity, **3.** a skill, **4.** an event.

A. a good chance, an easy situation to do something; **B.** the ability to do something well, a result of experience and learning; **C.** something important that happens with a few or a lot of people taking part in it; **D.** an organization or club for people who have the same interest.

2c. Work in pairs. Use the questions below to interview your partner.

1. Do you have a wide range of out-of-class activities in your school? 2. Are there any societies or clubs in your school? 3. What do the societies in your school offer? 4. Do you have opportunities to develop your talents and skills? 5. What school events do you have?

3a. Look at the students. Read the next part of the school booklet and say which clubs the girls attend.



Singing fun: Learn to sing both new and old songs. Weekly lunchtime concerts in school offer our musicians, singers and choir [kwaɪə] wonderful opportunities for performing. You **needn't bring** anything, but your voice (голас). Come and join us in the sinning fun.

to join a club	nobody <u>but</u> you – ніхто, <u>акрамя</u> цябе

Web design and more: Would you like to have your own web page? Join us and make web pages with text, graphics, video, music, and more. You'll learn to make great photo albums using

Photoshop and super Power Point presentation. You **needn't bring** anything, but yourselves (сябе). What are you waiting for? Sign [saɪn] up!

World dances: Students will learn dances from around the world. Students dance to Irish music, Middle Eastern music and pop music. You **need to** wear comfortable clothes and shoes, but you **don't need** any dance experience.

Brain teasers (галаваломкі)**:** Do you enjoy doing puzzles and brain teasers? We'll offer you a wide range of board games, maths games, and more. This class is good for developing logic and thinking skills. It will give you the opportunity to do better in school subjects. **Need** we **say** more? Sign up!

Photo expert: Learn how to take artistic photos of your favourite people, places and things. You'll **need to** bring your own camera and we'll teach you what to shoot (здымаць на камеру) and how to shoot. You **don't need** any experience.

Field hockey: Are you a fan of sports events? Welcome to our club! You will learn all the rules of the game. You will also learn to cooperate and work as a team. **Do** you **need** anything? Yes, bring mouth guards, chin guards and trainers.

Shakespeare fans: Our society helps students to discover theatre through the works of one of the greatest writers in the English language. You **need to** be brave to show your talents and artistic abilities performing Shakespeare's plays on the stage.

2b. Read the information again. Copy and complete the grid.

society / club	
what you need	
activities and opportunities to offer	
abilities and skills to develop	

Model: I'd like to join the Shakespeare fans society because it offers students opportunities to perform William Shakespeare's plays on the stage. It helps to develop their talents and artistic abilities, but you need to be brave.

socie**ty** activi**ty** abili**ty** opportuni**ty** (n)

Grammar focus: **The verb "need"**

Look and compare. When is "need" the modal verb or the main verb?

+	–	?
	You **needn't bring** anything.	**Need** we **say** more?
You **need to** wear comfortable shoes.	You **don't need** any experience.	**Do** you **need** anything?

3. Speak about after-school clubs at Hill Ridge. What materials or special clothes do girls and boys need or don't need?

Model: For world dances they need to wear comfortable clothes and shoes. They don't need to have experience in dancing.

4. Interview your classmate. Which after-school activity would you like to choose? Why?

5. Write about 3 clubs or societies you go to or you would like to go to.

> **Help box.** *Write*: the name of the club; what activities the club offers; what skills students learn; what abilities they develop; what students need for this club.

Lesson 4. Which club to choose?

1. Are you a member of any club or society? Why have you chosen it? Why do you like it? What clubs would you like to join in the future? What are you fond of? What are you good at? What are you interested in?

2a. Listen and read the poem. When are *ing*-forms used?



I'm not afraid of diving deep – 1,2,3, leap!
I'm fond of riding in a jeep – 1,2,3, beep!

I'm good at playing chess and darts – 1,2, check – n – mate !
And I'm interested in learning Arts – 1,2, Louvre – n – Tate !
I'm not afraid of flying high – up, up and away!
I'm fond of painting bright blue sky – no black , no grey!
I'm good at learning foreign words – macaroni and vendetta
And interested in watching birds – Chip – chip – twitter –chatter.
I'm not afraid of driving fast – ready – steady go – go!
I'm fond of reading about the past – true or false, yes or no?
I'm good at playing the guitar – strum – strum on the strings
And interested in travelling far – to Jomolungma and Beijing.

2b. Complete the sentences. Use the words in brackets.

1. I'm not afraid of .... I can ... very well. *(swim / swimming)* 2. I want to ..., but I'm not very good at .... *(paint / painting)* 3. Our dance teacher learnt to ... in France. She's fond of ... classical ballet. *(dance / dancing)* 4. I like ... for my friends. My granny taught me to .... *(cook / cooking)* 5. I'm interested in ... my own web site. Can you teach me to ... it at your computer club? *(make / making)*

2c. What did you notice about the verb patterns? Use either infinitive or gerund to complete the sentences.

Grammar focus: Infinitive or Gerund?

After **'verb + to'** we always use ... .
After verbs from **'like-dislike' group** we often use ... .
After **modal verbs** (can, must, etc.) we always use ... .
After **prepositions** we use ... .

2d. Complete the table in your exercise-book. Use the words from the box.

want to... , like... , be good at... , can... , be interested in... , learn to... , love... , enjoy... , be fond of... , be afraid of... , should... , would like to....

V+ to + infinitive	V + infinitive	V + *-ing* form	adj. + prep. + *-ing* form
want to **do**; ought to...; have to...	can **do**	like **doing**	good at **doing**

3a. **Alesya is speaking to the club advisor. Listen and say: How many clubs did she want to take? How many clubs will she take?**

3b. **Listen again and say why …**

1) Alesya wants to take five clubs, 2) she wants to join the Speaking club, 3) she wants to join the Scrapbook club, 4) she wants to join the World dances club, 5) she wants to join the Shakespeare fans club, 6) she wants to join the Field hockey club, 7) the club advisor thinks that five clubs are too many, 8) Alesya will take three clubs this term.

3c. **Listen again and answer the questions.**

1. What is Alesya interested in? 2. What is she fond of? 3. What is she afraid of? 4. What does she want to learn?

4a. **Work in pairs. Speak about out-of-class activities.**

> **Help box.** **A.** 1. What do you like doing in your free time? What are you fond of? Which club would you like to choose and why? – **B.** I like dancing / I'm good at singing / I'm fond of playing board games / I'm interested in (doing) smth / I want to learn to do smth.

4b. **Report to the class about your partner.**

Model: In his free time Andrei likes drawing and painting. He's very good at drawing nature. He's fond of watercolour painting. He's interested in learning to paint in oils. He wants to learn from a real artist.

4c. **Write about yourself. (See exercise 4a and 4b.)**

Lesson 5. Does your school have traditions?

1a. **What is “a tradition”? Choose the correct definition.**

A. It’s something that people need to do. B. It’s something that has existed for a long time. C. It’s something that you do for the first time.

1b. **Do you have any traditions at your school? Can you name three?**

2a. **Look at the photos showing school traditions in Belarus. Match the photos with the events.**

b



a



d



c



e



f



1. The Day of Knowledge **2.** The School Birthday **3.** Health Day **4.** The New Year Ball **5.** The Last Bell **6.** Graduation Day

2b. Put the parts of the text in the correct order and read about a school tradition in Belarusian schools. What tradition is it? Then listen and check.

A. because they happen every year on the same dates. Some traditions are similar in all Belarusian schools, some are unique. The school year starts on
B. A school year is nine months long and it's full of events! Many of them became traditions
C. the park or a class trip. The events on this day are usually the same every year but everyone waits for this day, likes it and remembers it.
D. to the welcoming speeches of their teachers, schoolmates and parents. Students look really nice in their new school
E. parents. The day starts with the school gathering when all classes and teachers stand in front of the school and listen
F. uniforms! Everyone is excited to see their school friends and teachers after long summer holidays. After the school gathering teachers take their classes to their classrooms for the first
G. September, 1. This day is special for all: school children, their teachers and
H. lesson. When the lesson is over, students may have a class event – a picnic or a walk in

2c. Read the text again and answer the questions.

1. What tradition do they celebrate? 2. When do they have it? 3. Who takes part in it? 4. Where does it take place? 5. What activities do participants (удзельнікі) take part in?

2d. Do you have a similar tradition in your school? Do you do anything different on this day?

3. What do they do at these events? Match the traditions and the activities.

Traditions: 1. Teacher's Day **2.** Autumn Sports Week **3.** School Olimpiads **4.** Maslenitsa **5.** Women's Day **6.** Health Day **7.** Reunion Day (сустрэча выпускнікоў)

Activities: **A.** have a concert for girls and women, give them flowers and presents **B.** have a talk with doctors and sportsmen, carry out a class project on health **C.** sing folk songs, play folk games, make pancakes **D.** have a concert for teachers, give flowers to teachers **E.** have sports competitions **F.** come and meet their teachers **G.** have competitions in all school subjects

talk [ɔ:] – walk – chalk – folk [əʊ]

4a. Alesya's friend Maxim from Belarus answers the questions about his favourite school tradition. Match the reporter's questions to his answers.

A. What's your favourite school tradition? **B.** Do you take part in the Sports Week? **C.** Can I ask you some questions? **D.** When is it? **E.** Where does the Sports Week take place? **F.** Who takes part in it? **G.** What do participants do?

1. Yes, sure.

2. I like the Sports Week. You have the opportunity to show your athletic skills and abilities.

3. We have Sports Weeks every season but my favourite is the Autumn Sports Week and it's the last week of September.

4. Everyone from the 1^{st} to the 11^{th} class. Our teachers take part in some events too.

5. In all school sports grounds: in the swimming pool, in the gym, on the football pitch and the basketball and volleyball courts.

6. There's a wide range of activities which the Sports Week offers. It opens with the 5 kilometres running race in which all students and teachers take part. Then we have competitions in different sports: we play sports games, run, jump, climb a wall. The week finishes with a Closing ceremony where winners get their cups, medals and prizes.



7. Yes, I always do. I'm good at games and climbing a wall. Last year I got a gold medal in climbing!

4b. **Interview your classmates about their favourite school tradition. Ask when the event takes place, where it takes place, who takes part in it, what the participants do, why they like it.**

4c. **Write about your favourite school tradition.**

Lesson 6. Best-known British schools

1. **What British schools do you know? Close your eyes and think of a British school. Write down the first five things you think of.**

2a. **You are going to read about Harrow – the school where Winston Churchill studied. Scan the text. What makes the school so popular?**



Why choose Harrow? It's an all-boy school with 805 pupils. Many of the parents who choose Harrow do so because they believe in the advantages of single-sex education for teenagers. Here all the pupils – both bright and average – can achieve better examination results than at other similar schools. All teachers and 100% of pupils live in the School and this helps to offer a wide range of activities in the evenings and at weekends. On Sundays we have a great number of sports competitions. The School also offers brilliant facilities, such as a sports centre with all the equipment you need, an art gallery, one of the best school soccer pitches, a farm, a fantastic school theatre and the latest IT centre. Here we can develop qualities of leadership and teamwork. This is the best school for me.

2b. **Now read about Eton. What are the advantages of studying there?**

I study at Eton. Eton has educated boys for nearly six centuries. Almost all boys from our school then go on to university. The school offers a wide range of games and after-class activities. The main sports are rugby and soccer, but boys



can also do hockey, athletics, tennis and others. Life at Eton encourages interest and enthusiasm [ɪnˈθjuːzɪˌæzəm] both during and after classes. There is a number of school clubs and societies for each pupil, which offer opportunities to develop different talents and skills. We also develop because we have many opportunities to travel to foreign countries. But the most important thing is that with the help of experienced teachers boys create a culture whose aim is to develop excellence and independence.

independent (adj) – independence (n)

2c. **Read about Badminton School. How is the school different from the other two?**



Badminton School is a boarding school for girls aged 4–18 years old in the heart of the attractive University City of Bristol. The school offers excellent facilities, high teaching standards and a friendly atmosphere which helps to achieve great academic results. What I especially like about studying here is our library with thousands of books, reference books and multimedia computers, which we need to carry out our projects and self-studying. Here we can do our homework, search for the information on the Internet and relax reading a book. Badminton is also focused on developing our talents and abilities and helping to achieve everything we want when we leave school. The pupils of the school are sure that by the time we leave school we are individuals, comfortable in our own skin and ready to be a part of the society.

3a. **Look through the three texts again and read out the sentences which prove the high standards of education at these schools.**

3b. How are the schools different? What do they have in common? What are the traditions at these schools?

3c. Work in groups of three or four. Ask your groupmates which school each of them likes the most and why. Don't forget to be polite.

4. What are the best-known schools in Belarus, in your city or town, etc.? What are they famous for?

5. Do the project "My school".

1. Choose the form of your project: a booklet, a website, a multimedia presentation, an excursion for newcomers, a scrapbook.
2. Work in groups.
3. Cover the following topics: general information, school day, school rules, out-of-class activities (school clubs, societies and activities), school traditions. Add your personal comments / your favourite quotations / poems.
4. Decide what each group will write about and collect the information: photos, newspaper articles, etc.

Lesson 7. St Peter's

1. Would you like to go to the boarding school? Why? How do you imagine life there?

2a. Read the text and say if the boys liked their school.

1. In September 1925, when I was just nine, I started the first great adventure of my life – a boarding-school called St Peter's. We lived in South Wales then, but my parents had chosen a school in England for me because they believed that English schools were the best in the world and St Peter's was the nearest boarding school to our home.

2. In the morning I put on my school uniform: black shoes, grey and blue stockings, grey shorts, a grey shirt, a red tie, a grey blazer and a grey cap with the school emblem on them. Everything I wore and my tuck-box were new and had my name on them.



a tie



a blazer



a tuck-box

3. No boy had ever gone to an English boarding school without a tuck-box where boys kept their tuck – food which their mothers sent to them. All tuck-boxes usually had some home-made cake, a packet of biscuits, some oranges, an apple, a banana, a pot of strawberry jam and a bar of chocolate.

In a tuck-box there also were all kinds of treasures (скарбы) such as a magnet, a pocket-knife and a compass, and I remember one boy called Arkle who kept a pet frog there. Tuck-boxes were boys' own secret place, and no other boy, or even the Headmaster had the right to open them.



a cane

4. St Peter's stood on a hill above the town. It was a long three-storied building, one-third of which was for the Headmaster and his family. The rest of the building housed about one hundred and fifty boys. At St Peter's, the ground floor was all classrooms. The first floor was all dormitories (bedrooms), the Matron's territory. She knew everything that was going on there and when we did something wrong, she learnt about it immediately and sent us downstairs to the Headmaster's office where we were punished (пакараны) on the spot with the *crack... crack... crack* of a cane going down our bodies.

5. Once, after lights went out, a brave boy called Wragg sprinkled (рассыпаў) some sugar all over the floor of the corridor. When he returned, we were excited very much and lay in our beds waiting for the Matron to walk along the corridor. Nothing happened for a couple of minutes but suddenly we heard *crunch... crunch... crunch* and a loud shrieking, "Who did this?" The Matron ran crunching along the corridor, opened all the dormitory doors and switched all the lights. "I want the name of a naughty little boy who put down the sugar!" she cried. "Be quiet," we whispered to Wragg. "We won't give you away!"

Then came up the Headmaster and also cried at us. Everybody kept quiet as we stood freezing barefoot (басанож) in our pyjamas. The Headmaster was getting very angry. “Very well,” he said at last, “Everyone will give the keys to the Matron and she will keep them till the end of the term. No one will get anything from your tuck-boxes! And forget about the food from your homes! We will teach you a lesson!”

So, we had to give our keys away and for six weeks we went very hungry. But during all those weeks, Arkle continued to feed his frog through the hole in his tuck-box. Using an old teapot, he also put some water in.


a teapot

6. At St Peter’s Sunday morning was letter-writing time. At nine o’clock everybody had to go to their desks and spend one hour writing a letter home to their parents. Letter-writing was a serious business at St Peter’s. It was like a lesson in spelling and punctuation [ˌp ŋktʊˈeɪʃ(ə)n] because while we were writing our letters, the Headmaster was walking around the classroom



looking over our shoulders to point out our mistakes. But that, I am sure, was not the main reason for his interest. He was there to make sure we said nothing bad about his school. So we could tell our parents what really was going on there only on holidays, but we usually had forgotten about a lot of things feeling happy to return home.

(Based on the autobiography “Boy”, written by Roald Dahl)

2b. Match the headings to the parts of the story. One heading is extra.

A. Writing home. **B.** School life downstairs. **C.** The best day at St Peter’s. **D.** Boys’ treasures. **E.** How it started. **F.** School life upstairs. **G.** What we had to wear.

3. Complete the sentences.

1. ... is a place where children learn and live. 2. ... is clothes which children have to wear at school. 3. ... is a place where children keep their things.4. ... is something that children parents send them from home. 5. ... was the main person downstairs at St Peter's. ... was the main person upstairs at St Peter's. 6. ... are the rooms in a boarding school where children live. 7. ... is a thing which was used to punish the boys. 8.... is about correctly written words.

4. What do you like best about St Peter's? What don't you like?

5. Compare St Peter's, Hill Ridge School and your school. What do they have in common? How are they different?

UNIT 3

FOOD

Lesson 1. Bangers and mash, please

1. In pairs discuss the following:

What is your favourite food? What don't you like eating? Is there any food you hate / can't stand eating?

2a. In the pictures you see some dishes you can get for lunch in Britain. Which of them would you like to try?



bangers and mash



fish and chips



Yorkshire pudding



vegetables



roast chicken



black pudding



boiled potatoes



fish fingers



pork chop

2b. Listen to Alesya and Natalie discussing their lunch. Copy the table and write the things they like or don't like eating.

Bangers and mash, gravy, fish and chips, roast beef, Yorkshire pudding, black pudding, roast chicken, vegetables, pork chop, boiled potatoes, fish fingers.

	likes	doesn't like
Alesya		
Natalie		

2c. Listen again and answer what Alesya would like to try.

3a. **Read the dialogue and match the names of the dishes in bold and their definitions.**

A: The bell has gone. Let's go to the canteen. I'm so hungry. I could eat a horse!

N: Yeah, I'll go with you but I don't need to buy anything. I've brought a packed lunch but I'd love to have some tea and it's so much nicer to have a meal with friends.

A: Wonderful! I still need your help with some names of the dishes. What's bangers and mash, for example?

N: **Bangers and mash** is a nice and simple dish. It's just a good plate of mashed potatoes (пюрэ) with a few sausages. It's all covered in **gravy** (падліўка).

A: I hate gravy!

N: So do I, but many people, here in Britain, love it.

A: I love **fish and chips**. But I've had it twice this week already.

N: I like **fish fingers**.

A: I don't. There's more flour[1] in them than fish. Is there anything on the menu you would recommend me to try?

N: I'd recommend **roast beef** and **Yorkshire pudding** [ˈpʊdɪŋ], but it's never served as school lunch.

A: Pudding with meat? I've always thought puddings are sweet.

---

[1] **flour** [flaʊə] мука

N: Yeah, most often, but Yorkshire pudding is made from flour, eggs and milk and traditionally served with roast beef. It's yummy. I love it. There is also **black pudding**, very popular in Scotland. It is, in fact, not pudding at all. It's blood sausage. OK, listen, have some **roast chicken**. It's usually very good here.

Bob: Sorry for breaking in, but if I were you I'd have **pork chop** with **boiled potatoes** and pickles. I am having it now and actually always have them for lunch.

A: Pork chops and pickles? How interesting! We often have them at home. It's typically Belarusian. But no, thanks, maybe later. I'd like to try something new.

A. sort of bread made from flour, eggs, and milk; **B.** sauce made from the juices of meat mixed with flour; **C.** fish and long thin pieces of potato, both cooked in very hot oil; **D.** sausages; **E.** long thin pieces of fish covered in breadcrumbs; **F.** blood sausage; **J.** mashed potatoes; **H.** meat roasted in an oven.

3b. Act aut the dialogue.

4. Schools in Britain offer a variety of hot meals for lunch. Look at a possible menu for the week and tell your partner if you'd like to try this food. Why? Why not?

Help box. I'd like to try .... because...; I wouldn't like to try ... because ...

Monday: Roast chicken, tomato and sweet pepper salad, apple pie and tea.
Tuesday: Fish and chips, ketchup, cucumber salad and orange juice.
Wednesday: Pizza with ham, mushrooms, vegetables and olives, banana and cocoa.
Thursday: Meat with egg, carrot and onion salad, mineral water, kiwi.
Friday: Spaghetti, fruit salad, yogurt.
If you wish you can also have biscuits, a glass of milk, crisps, sandwiches or a boiled egg.

5. **Make a menu for one day. It should contain the main course, salad, drink and dessert[1]. Use the words from ex. 2 and 4. Present your menu to the class. What is the most popular dish?**

6. **Wirte your dream school canteen menu for a week.**

Lesson 2. What do people eat in Britain?

1. **Ask and answer the questions.**

What meals do you usually have? What do you like / don't you like to eat for breakfast? What do you usually have for lunch? What do you prefer to eat for dinner?

2. **Look at the pictures and say which of these are eaten for breakfast, lunch or dinner. Make three lists.**


cereals


croissant


fruit cocktail


toast with jam


beans


melon


bacon


muesli


strawberry


fried egg


raspberreis

[1] **dessert** [dɪˈzɜ:t] дэсерт

3a. Read the text and check your guesses.

British meals

The first meal of the day in the morning is **breakfast**. Some British people eat toast with butter and jam (often **strawberry, raspberry, apricot** [ˈeɪprɪˌkɒt] jam) or marmalade (a type of jam made from oranges) and nothing else. Others eat a bowl of **cereals**, or **muesli** [ˈmju:zlɪ] with milk, or porridge. **Melon**, grapefruit or fruit cocktail are popular. A traditional English breakfast is a cooked meal which may contain sausages, **bacon**, black pudding, **scrambled** or **fried egg**, mushrooms, boiled tomatoes, beans, and toast. A continental breakfast is a small uncooked meal: a bread roll or **croissant** [ˈkrwæsɒŋ] with cheese or ham. The most common (usual) drinks at this time of day are orange juice or a cup of tea or coffee.

If a meal is eaten in the late morning instead of both breakfast and lunch, it is called **brunch**.

Lunch is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat meet, cheese or other sandwiches. Some people have a simple meal such as cheese and biscuits or soup and bread. Drinks at lunch time are very different: fruit juices, coca-cola, fanta, sprite, pepsi-cola, merinda, 7up and others. Some people like tea or coffee.

The **Sunday roast** is a traditional meal eaten by a family at Sunday lunchtime; for example, **roast beef** with **roast potatoes**, **peas**, brussels sprouts, **green beans**, Yorkshire pudding and gravy.

Supper is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). **Dinner** is another common name for supper. It is a cooked meal of meat or fish and two **veg** [vedʒ] (vegetables), one of which is often potato. It is common to eat **dessert** (also known as pudding) after the main dish.

3b. Read the sentences and say if they are true or false.

1. Breakfast is eaten in the evening. 2. People in Britain often have toast with butter and jam or marmalade and a cup of tea or coffee for lunch. 3. A traditional English breakfast is meet, cheese or other sandwiches with a glass of coca-cola or

fanta. 4. People in Britain often have soup or sandwiches for lunch. 5. A Sunday roast is a traditional meal eaten by a family at Sunday lunchtime. 6. Dinner and supper are synonyms. 7. Traditional dinner is pudding and a cup of coffee.

3c. Read the text again and make three different lists answering the question: What do people in Britain usually eat for breakfast, lunch and dinner?

3d. Discuss with your partner what British food is similar and what food is different to what we usually eat in Belarus. The lists you have just made will help you.

4a. Look through the text again and find the sentences where the names of the meals are used with and without articles. Can you see the rule?

4b. Read the rule (page 197) and check your guesses.

5. Read Alesya's letter and fill in the articles where necessary.

Dear Mum,

I am fine. There so many different interesting events here I would like to tell you about but as always I have very little time. You've asked me about meals here, so I'd better describe them in detail. We have ... breakfast at home, early in the morning. It is usually cornflakes with milk or porridge, toast with marmalade or jam and a cup of tea. In British schools children can usually choose between ... hot or cold dinner provided by the school or ... packed lunch taken from home. Some children get ... free school dinner, but most children pay for theirs. Our ... lunch break is from 12.15 noon to 1.15 p.m. School ... lunches are priced at £1.60. In the evening we have ... dinner which is very similar to what we have at home. How are you and Dad? I miss you very much. Love, Alesya.

6. In pairs compare British and Belarusian meals (mealtimes and food).

Model: British people eat toast with butter and jam for breakfast. People in Belarus don't often eat toast but they may have white bread with butter and jam for breakfast or lunch.

7. Write a similar letter to a pen-friend who is coming to visit you and would like to know about meals in Belarus.

Lesson 3. Food from all over the world

1. Look at the pictures of three different breakfasts. Guess which breakfast Lee from China, Alesya from Belarus and Yan from Scotland eat.

a



b



c



2a. Listen to Alesya, Yan and Lee describing their breakfast and check your guesses.

2b. Look at the pictures again and make a list of things Alesya, Yan and Lee eat.

2c. Listen again and make a complete list of things they eat for breakfast.

beef – cow's meat   pork – pig's meat   mutton – sheep's meat

3a. Match the following words.

1. a glass of, 2. a cup of, 3. a bottle of, 4. a slice of, 5. a kilo of, 6. a plate of, 7. a bowl of.

a. cheese, b. tea, c. water, d. coffee, e. meet, f. juice, g.pork, h. beef, i. flour, j. milk, k. sugar, l. rice, m. cereals.

3b. Make a list of things you normally have for breakfast. Go round the classroom and find someone who's got a similar taste.

4. Match the words. There may be more than one word in the box to match a word in the column.

a bowl of
a cup of
a glass of
a plate of
a pot of
a bottle of

Water, soup, ice cream, spaghetti, rice, cereal, salad, coffee, tea, cocoa, juice, milk, porridge.

5a. Look at the names of the dishes and the countries they come from. Match the countries and the dishes. Explain why you think so.

1. Irish Stew [stju:], **2.** Onion soup, **3.** Spaghetti Bolognese [spəˈgetɪ bɒləˈneɪz], **4.** Greek Salad, **5.** Goulash [ˈgu:læʃ], **6.** Sushi [ˈsu:ʃɪ], **7.** Borscht [bɔ:ʃt], **8.** Machanka.

A – Belarus, **B** – Italy, **C** – Russia, Ukraine, **D** – France, **E** – Hungary, **F** – Greece, **G** – Ireland, **H** – Japan.

5b. The texts below describe the famous dishes from different countries. Read the texts and discuss with your partner:

1. which of them you've tried; 2. which of them you would like to try; 3. which of them you can cook; 4. how you cook it.



Irish stew is Ireland's best-known dish from lamb or mutton. It is simmered (варыцца) in hot water with potatoes, onions, carrots, leeks (цыбуля-парэй), and pearl barley (ячныя крупы). Potatoes have been a most important food in Ireland since the 1800s.



French onion soup is made of onions and beef or chicken stock. Thick slices of bread with some cheese on top are toasted in the oven and placed on top of each bowl of soup.



Spaghetti Bolognese is a dish from Bologna, which mixes spaghetti with meat and tomato sauce. Spaghetti is just one form of pasta. Each region of Italy has its own favourite types of pasta and its own special sauces.



Greek salad is made with tomatoes, cucumber, black olives and cubes of feta [ˈfetə], a white goats' cheese. It is sprinkled with herbs and olive oil.

Goulash is Hungary's national dish. This stew is made with meat, onions, and potatoes. It is often served with noodles (локшына) and slices of black bread. Goulash is flavoured with paprika. Mushrooms, cabbage, or peas may be added according to the choice of the cook.





Sushi is a favourite food in Japan. Slices of very fresh fish, seafood and vegetables wrapped in seaweed (водарасці) are laid on rice. The rice is flavoured with vinegar (воцат). Although the ingredients are simple, a good chef [ʃef] makes sushi beautiful to look at, as well as good to eat.



Borscht is a classic Russian or Ukrainian soup. There are many different recipes [ˈresəpɪz], but beet is its main ingredient. This dish is eaten cold in summer and hot in winter. Sometimes meat or mushrooms, cabbage, carrots and potatoes are added.



Machanka is used as a Belarusian traditional sauce for draniki or blini. It may be different in different regions. Most often it is made with pork, sausage, sliced onion, sour cream and flour.

6. Think what Belarusian dishes are similar to the dishes from other countries you have just discussed and describe them.

Lesson 4. Apple pie

1. Answer the questions.

What is your favourite dish? Who usually makes it? Can you cook it yourself?

2. Listen to the story and say who took the apple pie.

3a. Read the story and say why Dan was left without any dinner one day.

On special occasions my aunt always makes her special apple pie. We have a large family, and my aunt makes it on a large baking sheet (бляха). It is so delicious! We all look forward to getting a piece at the end of our meal.

One day, the freshly baked pie was left on the kitchen table to cool as always. To everyone's horror, the pie disappeared! We all knew that it was my cousin Dan and his friends who had

taken it. They were teenagers at the time, and like all teenage boys, they ate a lot. Dan refused to admit (прызнацца) that he took the pie. My uncle was so angry that he sent Dan to his room, without dinner, for stealing (за крадзеж) the pie and then lying about it.

Imagine my uncle's surprise when, two days later, he found a chewed-up baking sheet in his dog Bobo's doghouse! That day, my aunt made another apple pie just for Dan — and Dan got to decide with whom he would share it. My uncle and Bobo had to watch as the rest of us ate the apple pie.

3b. Discuss with your partner why Dan didn't treat his dad with a piece of apple pie.

4a. Here's the aunt's recipe for an apple pie. Look at the ingredients and their amounts and match them.

1. apples	A. a little bit
2. sugar	B. a pinch (шчопаць)
3. butter	C. 4, large
4. eggs	D. 1 cup
5. vanillin powder	E. 1 cup
6. flour	F. 5, peeled and sliced

4b. Listen to the recipe and check your predictions.

4c. Listen how the pie is made and put the pictures in the correct order.


slice


add


preheat


serve


butter


bake



put



pour



mix



peel

5a. Read the jumbled (пераблытаны) recipe for bread and butter pudding and arrange the sentences in the correct order.

Bread and butter pudding recipe



Ingredients:

6 slices well-buttered bread,
50g Sultanas (гатунак разынак),
4 eggs,
25g sugar,
600ml milk,
a little extra sugar

Instructions

1. **Sprinkle** (пасыпце) the bread and butter pudding with a little sugar and **bake** in the oven for 30–40 minutes until the top is browned. 2. **Slice** the bread, butter it and **cut** into pieces. Reserve 4 quarters for the top and **arrange** the rest in layers (слаямі) in the dish, putting the sultanas between each layer. Top with the reserved pieces. 3. Slowly **pour** it over the bread and fruit, being careful not to spoil the top layer of bread. Leave the bread and butter pudding to stand for 10 minutes. 4. **Preheat** the oven to 170 C. Butter a deep ovenproof [ˈ v(ə)nˌpru:f] (гарачаўстойлівы) dish. 5. In a saucepan, **heat** the milk to hot but do not **boil** it. In a large bowl, **mix** together the eggs and sugar then add the hot milk, **stirring** (памешваючы) well.

butter (n) – to butter (v)
paper (n) – to paper (v)
cool (adj) – to cool (v)
water (n) – to water (v)
cover (n) – to cover (v)
warm (adj) – to warm

5b. Listen and check.

5c. Would you like to try this pie?

6. Talk to your Mum or consult a cookery book or the Internet and write down a recipe for a tasty pie.

Lesson 5. We cook ourselves

1a. Match the proverbs and their equivalents.

1. All bread is not baked in one oven. **2.** Half a loaf is better than no bread. **3.** You can't make an omelet without breaking eggs. **4.** After breakfast sit a while; after supper walk a mile. **5.** Don't make your sauce until you have caught the fish. **6.** An apple a day keeps the doctor away.

to bake (v) – baker (n) – bakery (n)

A. Хто рана ўстае, у таго хлеба стае. **B.** Лепш сініца ў руках, чым журавель у небе. **C.** Не стрыжы ўсіх пад адзін грэбень. **D.** Снеданне – з'еш сам, абед – раздзялі з сябрам, а вячэру – аддай ворагу. **E.** Цыбуля – ад сямі хвароб. **F.** Куранят восенню лічаць.

1b. Listen to the proverbs and repeat them.

1c. Which is your favourite proverb from the list?

2a. Answer the questions.

A. What is a simple recipe to make bread? Where can you find flat bread? Where do people bake bread? What did people add to bread sometimes?

B. When were the first croissants made? Where were they made? How could the bakers of the first croissants help fight the enemy (змагацца з ворагам)?

2b. Read the texts and check your answers. Student A reads text A, student B reads text B. Then interview each other to find out correct answers to the text you haven't read.

A. A slice of bread

All bread starts from a simple recipe: you mix flour and water and cook it. Yet from this simple beginning come hun-

dreds of different kinds of bread. There are flat breads from the Middle East and Asia and small thin sticks from Italy and southern Spain. The typical French **loaf** is long, thin, soft and white inside; German bread is often dark and heavy. In many countries – Britain and Israel for example – you can find plaited **loaves** (пляцёнкі). Bread can be cooked in several ways: often it is baked in an oven, but chapattis [tʃəˈpætɪz] (from India) and tortillas [tɔːˈtiːəz] (from South America) are fried. Bread can also include things other than flour, for instance eggs, onions, sausages, potatoes or fruit.



loa**f** – loa**ves**

B. Croissants



When you think of the croissant you probably think of France, because the word sounds very French but according to one story they were first made in Hungary in 1686. The Turkish [ˈtɜːkɪʃ] army was outside the walls of the city of Budapest [ˌbuːdəˈpest]. Early one morning the bakers (пекары) of Budapest were making bread when they heard some noise as at that time the Turks [tɜːks] were making a tunnel through the city walls. They were sure that nobody could hear them so early in the morning. The bakers woke the city up and Budapest was saved. To celebrate the occasion, the bakers made bread in the shape of the crescent moon [ˈkrez(ə)nt] (паўмесяц) on the Turkish flag – and croissants are still eaten today, hundreds of years after the battle and thousands of miles from Budapest.

2c. Discuss with your partner which proverb you can use to sum up text B.

3a. Read the text and guess what the words in bold mean.

Dear Mum and Dad,

This weekend I spent with Natalie and her granny. We wanted to learn to cook. Natalie's granny was very kind to let us use her kitchen and helped us with some useful advice. Can you imagine! We **ourselves** prepared and cooked a three-course meal. It was great fun! There was only one

problem. Natalie's granny worried a lot and kept saying: "Be careful with the knives! Be careful not to cut **yourselves!** You should remind **yourselves** to be careful." Nevertheless, Natalie made very good soup, all by **herself**. I **myself** made pork chops and roast potatoes. Natalie's granny helped us with the gravy and also made a beautiful cake. She didn't take a recipe from a cookery book. She invented it **herself!** I should remind **myself** to write down the recipe of this cake before I go home. You will see how good it is.

Bye for now,
Lots of love.
Natalie

self – sel**ves**

3b. Look at the words in bold and complete the rule.

Grammar focus: Reflexive pronouns

I – myself
you – yourself
he – himself
she – ...
it – ...
we – ...
you – ...
they – themselves

4a. Fill in the blanks with correct pronouns.

1. Can you fry a piece of meat ...? 2. Does your mum make pies ...? 3. Does your dad make fried potatoes ...? 4. Do your friends make breakfast ...?

4b. Interview your partner using the questions above.

5. Write what you can do in the kitchen yourself.

Lesson 6. Potluck Party

1. Answer the questions.

Do you have parties at home? Who usually cooks? Do you have parties when all guests bring some food with them?

2a. Match the words and their definitions.

1. shepherd's [ˈʃepədz] pie[1], 2. cottage pie, 3. draniki, 4. kolduny.

A. potato pancakes, B. traditional British pie with mutton, C. traditional British pie with beef, D. potato pancakes with meat.

2b. Read Alesya's letter to her parents and say what is a potluck party.



Dear Mum and Dad,

We are going to have a potluck party very soon. Potluck parties or potluck dinners are very popular in Great Britain. It is a time for people to get together, enjoy meeting new people, or seeing old friends again. Everyone is told to bring a "dish". Here at school we would like to cook as many national dishes as possible to show our classmates what people eat in their home countries. As you know I am not the only foreign student here. There is also a boy from Italy, a girl from China and a boy from America. Of course we will have some traditional British dishes too. I would like to make draniki. Could you please send me the recipe?



There are some rules for those who organize potluck parties. All dishes should be prepared in advance. Nobody should do more in the kitchen than put something in the oven for reheating. The dishes should be easy to transport. Everybody will take only a small portion of each dish when there are many from which to choose.

Natalie is going to make shepherd's pie, a traditional English dish. In England shepherd's pie is traditionally made with mutton (бараніна). Americans usually make shepherd's pie with beef (ялавічына). The English (and Australians and New Zealanders) call the beef dish "cottage pie". Whatever the name is, you do it in the same way. You make several layers of cooked minced meat (мясны фарш) and vegetables, with mashed potatoes on the top, and bake it in the oven.

[1] **shepherd's pie** пастуховы пірог

2c. **Read the letter again and say true or false. Explain why.**

1. A potluck party is a party where people make food in pots. 2. For a potluck party everyone is asked to bring some dishes. 3. All dishes are cooked when people gather together. 4. You can eat the whole dish if you wish. 5. Shepherd's pie is traditionally made with mutton. 6. In America people call it "cottage pie". 7. Shepherd's pie is several layers of cooked minced meat and vegetables, with mashed potatoes on the top.

2d. **Discuss the difference between cottage and shepherd's pies and what other similar pies one can make.**

3a. **What ingredients do you use to make draniki?**

3b. **Listen to the telephone conversation and write down the recipe for draniki.**

3b. **Discuss with your partner what you would like to have for the potluck party.**

4. **Write a recipe for a Belarusian dish you would bring to a Potluck party except draniki or kolduny.**

5. **Do the project "Cookery book".**

1. Think of some dishes people like eating in Belarus, Great Britain or any other country. There must be one salad, one main dish and one dessert.
2. Work in groups.
3. Write the recipe for each dish and describe the way it is cooked.
4. Find pictures to illustrate your dishes.
5. Put the recipes into one Cookery book.
6. Present your Cookery book to the class.

Lesson 7. Harry Porter

1. **Discuss with your partners.**

Do you prefer reading books or watching films about Harry Potter? What do you like about Harry Potter? What don't you like?

2. If you haven't read the story or watched the films about Harry Porter, read the following before you read the text.

Harry Potter is a series of seven fantasy novels written by British author J.K. Rowling. The books describe the adventures of young wizard Harry Potter and his best friends Ron Weasley [ˈrɒnˈuiːzlɪ] and Hermione Granger [həˈmaɪnɪˈgreɪndʒə], all of whom are students at Hogwarts School [ˈhɒgwəts ˌskuːl] of Witchcraft [ˈwɪtʃkrɑːft] and Wizardry [ˈwɪzədrɪ]. Harry has just arrived to the Hogwarts which is a boarding school to start his education.

3a. Read the text and say what meal Harry Porter had: breakfast, lunch or dinner.

Albus Dumbledore had got to his feet. He was smiling at the students, his arms opened wide, as if (як быццам) nothing could have pleased[1] him more than to see them all there.

"Welcome!" he said. "Welcome to a new year at Hogwarts! Before we begin our meal, I would like to say a few words. And here they are: Nitwit! Blubber! Oddment! Tweak! Thank you!"

He sat back down. Everybody clapped and cheered.

Harry's mouth fell open. The dishes in front of him were now full of food. He had never seen[2] so many things he liked to eat on one table: roast beef, roast chicken, pork chops and lamb chops, sausages, bacon and steak, boiled potatoes, roast potatoes,



chips, Yorkshire pudding, peas, carrots, gravy, ketchup and, for some strange reason, mint humbugs (мятныя цукеркі).

The aunt and uncle had never exactly kept him hungry, but Harry had never been allowed to eat as much as he liked. His

[1] **as if nothing could have pleased him more** як быццам нішто не магло яго ўзрадаваць больш; [2] **had never seen** *час Past Perfect для абазначэння дзеяння ў мінулым перад іншым мінулым дзеяннем; выкарыстана далей у тэксце*

cousin had always taken anything that Harry really wanted, even if it made him sick. Harry piled his plate with a bit of everything except the humbugs and began to eat. It was all delicious.

When everyone had eaten as much as they could, the remains of the food went from the plates, leaving them clean as before. A moment later the puddings appeared. Blocks of ice-cream in every flavour you could think of, apple pies, treacle tarts, chocolate éclairs and jam doughnuts, trifle, strawberries, jelly, rice pudding.

At last, the puddings disappeared and Professor Dumbledore got to his feet again. The Hall fell silent.

"Just a few more words now we are all fed and watered. I have a few notices to give you."

'First-years should note that the forest in the grounds is forbidden to all pupils. And a few of our older students would do well to remember that as well."

"I have also been asked by Mr Filch, the caretaker, to remind you all that no magic should be used between classes in the corridors."

After the meal the boys were directed to their bedrooms. Harry was going to ask Ron if he had had any of the treacle tart, but went asleep almost at once.

(Adapted from *Harry Potter and the Philosopher's Stone* by J.K.Rowling)

3b. Listen to the text following the book, pay attention to the dishes Harry and his friends were treated with and fill in the table.

Main course	Side dish	Pudding
Roast beef –	Boiled potatoes –	Apple pie –

3c. Talk to your partner and decide which dishes you would like to make at home and why.

> **Help box.** I like roast beef because ... I like to eat meat / It's easy to cook / we need to eat meat / It's tasty

4. Make a party menu using the table (see ex. 3b). Compare your menu with your partner's menu and explain why you've chosen this or that dish. Use the ideas from lessons 1–6 as well.

UNIT 4

MONEY

Lesson 1. Time is money

1. **What do you think all these things have in common?**



2a. **Match the words with the pictures.**



1. **wallet**, 2. **purse**, 3. **credit card**, 4. **coins**, 5. paper money (**banknotes** – Br. Eng. or **bills** – Am. Eng.).

2b. Which of them do you use 1) every day; 2) often; 3) sometimes; 4) never?

3a. What do you know about money? Choose the correct answers to the questions from a famous TV game show "Who Wants to Be a Millionaire?"

1. What does "barter" mean:
   a) make money;
   b) exchange (абменьваць) the things you have for the things you need;
   c) buy something you need for money;
   d) use money?

2. Which of the following have people used as money:
   a) shells and whales' teeth;
   b) knives;
   c) rice and tobacco;
   d) all of them?

3. Where did the first coins appear:
   a) in China;
   b) in Ancient Rome;
   c) in Ancient Greece;
   d) in Babylonia?

4. Which European country was the first to make paper money:
   a) Italy;
   b) France;
   c) Greece;
   d) the UK?

5. Where was paper money invented:
   a) in China;
   b) In Ancient Rome;
   c) in Ancient Greece;
   d) in Babylonia?

6. What country has got schoolchildren on its banknotes:
   a) Nigeria;
   b) Brazil;
   c) Norway;
   d) Taiwan?

7. Which is the currency of the UK:
   a) euro;
   b) dollar;
   c) rouble;
   d) pound?

4a. Alesya's father has a huge collection of coins and a big library of books on the history of money. Read a page from one of his books and check your answers. Who's the winner in the game show?

Why did people start using money? At first people **bartered,** which means they exchanged things they had for things they needed. A farmer who had cattle wanted to have salt, so cattle became a form of money. Throughout their history people have used different things **as** money: knives and rice in China, cattle in Babylonia, tobacco in America, whales' teeth and shells on the Pacific islands.

The first government to make coins that looked alike and use them as money was probably the city of Lydia in Ancient Greece. The coins were made from a mixture of gold and silver. But they were heavy and difficult **to carry**, and the cities and the roads of Europe were dangerous places to carry huge purses with gold. In the early 1700s, France's government became the first in Europe to make paper money – banknotes or bills as they say in the US. But paper money, as well as first coins ever, was invented in China, where traveller Marco Polo saw it in the 1280s. Now people carry plastic credit cards in their wallets **instead of cash**, which makes travelling even safer and more convenient. With your credit card you can take money from the cash-machine any time you need it.





When you go to a foreign country, one of the first things you may see is what money looks like. Banknotes of different countries show queens or presidents or other famous people. But you also may find a tiger or elephant (India), cows and fruit (Nigeria), a map (Norway), or even schoolchildren (Taiwan).



Many countries in Europe now have the same **currency**; all their coins and paper money are euros. Great Britain, however, is still using pounds. People in France and Italy miss their currencies – francs and lire [ˈlɪəreɪ]. But they agree that now money travels easily from one country to another. This makes it easier to make financial deals between countries. And tourists can use the same kind of money to pay for a slice of pizza whether it's in Italy or in France. People travelling to other countries usually need to convert (change) their money into the local currency. For that an exchange rate (курс абмену валют) is used.

4b. Explain the meaning of the words in bold.

5a. Complete the questions with the new words from the lesson. (One of the words is used twice.)

1. Do you ever ... with your classmates? 2. Do you keep your money in a ... or a ... ? 3. How much ... do you usually have on you every day? 4. What do you think is better: to ... cash or a credit card? 5. Does your family use credit cards ... cash to pay for things? 6. If you go abroad, will you take cash or a ... ? 7. Have you ever taken money out of a ... machine ? 8. What is your local ... ? 9. Do you have both ... and banknotes in your country? 10. What do Belarusian ... look like? 11. Do you know what people used ... money in ancient Belarus?

5b. Use the questions above to interview your partner. Report the answers to the class.

6. Write your answers to the questions of ex. 5a in two paragraphs: 1) Money in Belarus; 2) Money in your family.

Lesson 2. Money talks

1. Which of the English proverbs means "If you have problems, money can help you to solve them":

a) Money can't buy love; b) Time is money; c) Money talks?

Do you have similar proverbs in your language?

2a. Use the questions below to guess the meaning of the words in bold.

a) Have you ever **won** any money in a lottery? b) Do you try to **save** money or do you usually **spend** it as soon as you get it? c) What have you been **saving** money for? d) Have you ever **wasted** money on the things that only lasted a few days? e) Do you **pay for** your shopping in cash or by credit card? f) Have you ever **lost** a credit card or your wallet or purse? g) Have you ever **lent** money to someone who didn't pay you back? h) Have you ever **borrowed** money from someone? i) Have you ever bought or **sold** anything on the Internet? j) How much does your dream car **cost?** k) What would you like to buy but can't **afford** yet? l) How much money would you like to **earn** when you have a job? m) Do you ever give money to **charity**?

2b. Look at the words in bold in the questions and write their translation without a dictionary. Check with your partner, then with the class.

win – won (v) – to get a prize in a competition;
save (v) – to keep money for the future;
spend (v) – to use money to pay for things;
waste (v) – to use something ineffectively;
pay – paid for (v) – to give money for something which you buy;
lose – lost (v) – stop having something, be unable to find;
lend – lent (v) – to give something to someone for a short time, expecting it will be given back;
borrow (v) – if you lend someone something, they borrow it from you;
sell – sold (v) – to give something in return for money;
cost – cost (v) – to have a price;
afford (v) – to buy or to have something because you have enough money;
earn (v) – to get money as payment for work;
charity (n) – giving money, food or help the ill, the poor or the homeless, or any organization which gives this help.



2c. Listen to an interview with a young British actor Billy Banks. Which of the questions does he answer in the interview? What does he say?

2d. Listen to the interview again. Why was this actor chosen for the interview?

3a. Read the sentences from the interview and complete the rule.

1. I've known you for five years. 2. I've always been careful with my money. 3. I've been saving money for a flat in London but I can't afford to buy a good flat yet. 4. I've already saved quite a lot – actually 80% of the money I need. 5. I've been doing some work for charity since my drama school years. 6. I've been helping the poor children of Haiti [ˈheɪtɪ] for the last few years. 7. We've helped many children already.

Grammar focus: The Present Perfect or the Present Perfect Continuous?

To speak about a finished action we use *the ... Tense*. Such sentences answer the questions *How much? / How many? / How long?*

To speak about an unfinished action which has been going on for some time we use *the ... Tense*. Such sentences answer the questions *How much? / How many? / How long?*

3b. Use the verbs in the correct form: the Present Perfect or the Present Perfect Continuous.

1. How long (*save*) for Christmas and New Year presents? 2. (*Save*) you enough money for the New Year party? 3. How long (*buy*) food in the same shop? 4. (*Buy*) you any New Year and Christmas presents for your friends and family yet? 5. What (*do*) you? You look so tired! 6. Look what you (*do*)! You (break) Mum's favourite cup! 7. She (*write*) New Year postcards all afternoon. She (*write*) thirty of them! Can you believe? 8. He is a famous footballer. He (*play*) for the national team a few times. 9. How long your parents (*save*) with the same bank?

3c. Complete the sentences below. Make them true for you.

> **Help box.** I've been learning English ... I've learned... this year.

4. Use the questions in ex. 2a to interview your partner. Do you have a lot in common? Report your findings to the group.

5. Write a paragraph on the topic: "Money talks."

Lesson 3. It's hard to decide

1. In pairs talk about the following.

Do you like playing computer games? What do you use to play them – a computer or a PlayStation? Do you buy games or borrow them from your friends?

2a. Listen to the comics. Follow in the book. Stop to choose the best decisions for the two dilemmas.



1. *John*: Thanks for a great evening last night. I loved playing on the PlayStation.
   Kate: Yeah. You're really good at it.



2. *Kevin*: Hey, Kate. Have you got the Dragon Age game?
   Kate: Yes, you can borrow it.
   John: I'd like to have a PlayStation too.



3. *John*: Mum. All my friends have got PlayStations. It's not **fair!**
   Mum: I can buy you one for your next birthday.



4. *John*: But, Mum. That's ages away.
Mum: I'm sorry but PlayStations are very **expensive.** You can save up your pocket money.



5. *John*: But Mum... I need more pocket money. All my friends get more than me.
Mum: I don't want **to argue** with you. I have to go to the hairdresser's.



6. *Mum*: Can you go to the bank and get me some cash? Here's my card and my number. Just get £ 20.



7. *John*: I can get the money to buy a PlayStation with this card.

Dilemma: What does John do? (What is the best decision?) a) use the bank card to get lots of money; b) wait until his next birthday and go play on his friends' PlayStations; c) find a way to earn some money.



8. (*John gets a morning paper round*.)
John: It isn't going to take me long to earn a lot of money with this paper round (праца па разносцы газет).



9. (*After a few weeks – at school*.)
Kate: Where's John today?
Kevin: I don't know.
Lucy: He's never late.



10. *John*: I'm sorry I'm late. I... I... overslept.
Teacher: Don't do that again.

11. (*The next day in history*.)

Lucy: I really hate history. I'm not interested in hundreds of years ago. It's **a waste** of time.

Kevin: I like it. I'm going to choose it for GCSE. What about you, Kate?

Kate: I don't know what I want to do. It's really hard **to decide**.



12. *The teacher's voice*: John!



13. *John*: Where am I? Oh, no… I'm so tired from my paper round.



14. *Teacher*: John! Come for detention (пакіданне ў школе да ўрокаў ці пасля іх у якасці пакарання) tomorrow before school!



15. *John*: Oh, no. I was asleep and now Miss Bailey is really angry with me. My paper round is at the same time as detention tomorrow. What am I going to do?



Dilemma: What does John do? (What is the best decision?) a) Miss the paper round and maybe lose his job; b) Say sorry to Miss Bailey and tell her the truth; c) Do the paper round and miss the detention.

Fact 1: When you are 13 years old you can get a paper round in the mornings, evenings or at the weekend to earn some **extra** money. When you are 15 you can get a Saturday job in a shop or work in a restaurant.

Fact 2: GCSEs are very important exams that English students take when they are 16.

2b. John didn't get lots of money out of the cash machine. He decided to find a way to earn money. He also said sorry to Miss Bailey and told her about the paper round. What would you do if you were John?

Begin like this: If I were John, I'd... (На месцы Джона я б ...)

3a. Match the words and their definitions.

1. fair
2. a waste
3. to argue
4. to decide
5. extra
6. expensive

A. more (money)
B. right
C. to show disagreement in talking or discussing
D. costing a lot of money
E. an unnecessary or wrong use of money, time, energy, abilities, etc.
F. to choose after careful thought about a few options

3b. Complete the statements with the new words and phrases.

1. If Belarusian schoolchildren need ... money, they take it out of a cash machine. 2. Our schoolchildren never ... with their teachers or parents. 3. Schoolchildren can easily earn money for a PlayStation in our country, because PlayStations are not very .... 4. It's easy to ... what job to choose. 5. It's ... that most Belarusian teenagers don't earn money. 6. Buying English books and films is a ... of money.

3c. Are the statements above true or false? Discuss with your partner.

4. In writing, correct the wrong statements from ex. 3b.

Lesson 4. Budget!

1a. How much of your money (in percent) do you spend on:

food	public transport	books & magazines
savings	mobile phones	cinema, DVDs, concerts
clothes	sport and fitness	birthday & holiday presents
school things	beauty products	other needs or wants

1b. What would you like to spend more / less on? What's the most expensive thing you have bought recently? Have you wasted too much money on something recently? How have your spending habits changed over the last few years?

Help box. I used to spend ... Now I spend ...



2a. Listen to the radio programme on how to budget. Who is this programme for: children, teenagers or adults?

2b. Fill in the missing words:

cut down, responsible, expenses, budget, rich, poor, making ends meet

So, our young listeners keep asking us how to budget. If you budget, you don't just spend or save, you plan how to spend, you plan your ... (1).

A family ... (2) shows all the money that comes into the family and all the ways that money will be spent, usually on things like housing, school, clothes, food, cars and other things.

The government's budget shows how much money it plans to get and where it will spend that money – on such things as education, roads, energy, etc. Sometimes governments too spend more than they get. If you spend more money than you get, you will have a "budget deficit".

Make your own budget! Grown-ups are not the only ones who have to worry about ... (3). Children must become more ... (4) too. Say you'd like to buy a new video game, but you don't have any money saved. Make a budget to see if you can afford to put a few

pounds a week towards the new game. You may be surprised to see how you spend your money.

Here's how to make your own budget: write down every single thing you spend money on each week and how much it costs. Your list may include cinema, CDs and food. Now add up (складзіце) how much you earn each week from pocket money, baby-sitting or a paper round.

Subtract (адніміце) the money you spend from the money you earn. If there's money left over – you are doing well. If there's no money left or you come up with a negative number, you have a budget deficit. In case you have a budget deficit, look at each item on your 'spend' list to see if there's anything that you can cut. ... (5) your careless expenses and you will be able to buy the things you really need.

Some of the rich are ... (6) not because they have always had a lot of money but because they have been budgeting and the poor are ... (7) because they haven't.

the rich = rich people; the poor = poor people

2c. **Listen again and check yourselves.**

3. **Read carefully the advice beginning with the words "Here's how to make your own budget". Follow the economist's advice. Have you got any money left? Compare with your partner.**

4. **Read the last sentence of the text again. What parts of speech are the words "poor" and "rich"? Why do you think so? Check with the rules on page 198.**

5a. **Divide the "question snake" into 6 questions.**

Doyouplanyourexpensesdoyoutakepartinmakingyourfamilybudgetdoyouthinkyouarearesponsiblepersonbytheendofthemonthdoyouusuallyhaveextramoneyordoyoumakeendsmeetdoyouthinkyoucancutdownyourcarelessexpenseswhyaresomeoftherichsorichandsomeofthepoorsopoor?

5b. **Work in small groups. Ask and answer the questions in ex. 5a.**

6. **Do you think budgeting is a good idea? Why? Why not? Write down your opinion.**

Lesson 5. Money dilemmas



1a. In pairs, guess what your partner has got in their pockets right now.

1b. In groups of three or four, answer the questions.

How much pocket money do you get from your parents? Do you save or spend your pocket money? What would you like to buy with your pocket money? What chores do you have to do? Do you get paid for them?

pocket money – money given by a parent to a child every week or month, which the child can spend himself or herself (also: spending money; *Am*. allowance)

chores – a job or piece of work in or around the house which is often boring or unpleasant but needs to be done regularly

2a. Look through the letters to Teenage Money website. Which of the following topics are the people discussing?

1. Pocket money	2. Saving money
3. Getting paid for chores	4. Earning money.

Children should do some things **for free**, like cleaning their own room. But they should **get paid** to do other chores like babysitting. I think it's fair. *Barbara* **A**

When I was about fourteen, I started getting pocket money, which was much more than my friends' pocket money **amounts.** But I had to buy my clothes and hair stuff and magazines and records and so on. It was great because I felt rich at first, but it also taught me to budget and to understand that I couldn't buy everything. *Edward* **B**

Parents should pay their children to do housework. And that should be the only money they get. That way they learn to be responsible. *John* **C**

I completely disagree!!! Paying children to do chores is a mistake! They'll start asking money for everything. *Rupert* **D**

When I was 13–14, my Mum used to give me £5 a week for doing work around the house like washing up, tidying my room, doing the ironing, etc. I never used to spend it... and as the weeks went on, the cash went up and up and up... and when I wanted to buy a new game or a new top I was able to buy it. ☺ I still do those chores every day now... I don't get paid now though. ☺ *Fiona* **E**

I've been getting £25 a month since I was about 11 and a half. *Joe* **F**

I buy and sell **stuff** on the Internet so I make around £60–80 a week usually, sometimes more, sometimes less. I don't spend much, I've been saving my money for a year and I've saved a lot! Well, the rich are getting richer, you know. *Ricci* **G**

I think a fair amount is about £20 a month. If they want more things, they'll have to save or earn it. *Brenda* **H**

My 13-year-old gets £10 a month; my younger two get £5 a month. This is just for saving or buying bigger things that I won't buy till birthdays or Christmas. I would love to give my eldest her pocket money but in our family every penny counts – we hardly make ends meet. Having said that, she is a very responsible girl and she can budget. When she gets some cash, I know she will spend it wisely. She's starting a weekend job at Easter, no paper rounds round here, so it's only holiday work. *Belinda* **I**

I don't get any pocket money. However, my parents do give me money when I ask for it, like when I go out with friends. Some of that money is saved so I can buy little things for myself. When I'm a parent, I'll give my children a lot of pocket money. ☺ *Pat* **J**

2b. Read the letters carefully and put them into four groups (see in ex. 2a).

2c. **Match the words in bold in ex. 2a with their dictionary definitions:**

1) things, 2) mass, 3) get money, 4) without paying or getting paid.

3a. **Read one more letter. Fill in the missing words.**

I think money paid for the chores is a bribe (хабар). Children should do housework ... . But parents will have to buy clothes and other ... for them. I, personally, don't ... for doing chores, but I regularly get a small ... of pocket money. And sometimes I do get some extra money. I think this money is a reward (узнагарода) for helping around the house.

3b. **Who do you think wrote it – a child or an adult? Why do you think so?**

4. **Which tense forms are used in the highlighted sentences (see ex. 2a). Why?**

5. **What is your attitude to pocket money and getting paid for chores? Prepare for a debate. Answer the questions below.**

Do you think children should do chores for free or get paid for that? Do children need pocket money? What is the right amount of pocket money teenagers should get?

6. **Do the project "Debate".**

1. Choose a motion for your debate:

I. Children should get paid for the chores.
II. Teenagers should get a lot of pocket money.

2. Work in two groups. One should be opposing the motion; the other should be proposing the motion.

3. Brainstorm the main points of your speech. Think of facts to support your ideas.

4. Choose a speaker for your group. The speaker should
a) name the motion and make three points about it, support each point with facts;
b) say what they have said.

5. Vote in favour or against the motion.

Lesson 6. A penny for a present

1. Have you done your Christmas and New Year shopping yet? Who have you bought presents for? What presents would you like to get for the New Year?

2a. Alesya and Natalie go shopping for presents. Listen to their conversation. What has Natalie bought? What has Alesya bought?

2b. Use the verbs in brackets in the correct forms. Listen and check yourselves.

In the morning:

Natalie: Well, Alesya, I'm rich today. I (*earn*) some money from the paper round, I've got the money for the chores and I've got my pocket money, so I can waste a couple of quid. Let's go and spend.



Alesya: What's quid? Is it seafood?

Natalie: No, silly. It's an informal word for pounds – our British currency. And what's your currency – euro?

Alesya: No, silly. It's roubles – Belarusian roubles. When I (*leave*) Minsk, the exchange rate was around 3,500 roubles for a pound.

Natalie: I see. Where's your purse?

Alesya: I don't have a purse. In Belarus we (not / use) coins, so it's more convenient to have a wallet for keeping banknotes and credit cards. Look!

Natalie: Let's barter! I (*give*) you £1, if you (*give*) me one banknote with this beautiful building. What is it?

Alesya: It's our famous place of interest – the castle of Nesvizh. But it's not fair! It's a huge amount of money. For this banknote I can get about 30 quid.

Natalie: I see you (*learn*) quickly. Good for you! But why do you carry all this Belarusian money with you? ...

In the afternoon:

Alesya: I'd like to buy this book for my dad – it's about old coins. No, I can't afford it. It's too expensive. It costs £25!!! OK, I'll buy that one instead. I can get it almost for free.

Natalie: Let me buy this book for you. I (*save*) to buy you a good present. Look, I (*save*) £50.

Alesya: Never! I don't want any charity. And this book is not for me, it's for my father.

Natalie: Let's not argue, shall we? I've decided. I (*lend*) you this money, and you'll pay me back when I (*come*) to Belarus….

In the evening:

Natalie: Look, Alesya! I've got only one pence left – just a penny. I (*be*) as rich as Croesus in the morning and now I'm as poor as a church mouse. I've got no cash! And the stuff I've bought is such a waste!

Alesya: You must learn how to budget and cut down your expenses or you'll have to make ends meet next month.

Natalie: Yes, you are right. I must be more responsible. Oh, I know! I (*sell*) my Barbie dolls collection on the Internet!

Alesya: Oh, Natalie...

2c. Find all the new words from the unit in the conversation. Which of the new words of the unit haven't been used?

2d. Role-play the conversation.

3. Compare your ideas with your partner's.

What presents do you usually buy your friends for Christmas and New Year? What presents do you usually get? How do you get money for holiday or birthday shopping?

4. Write about the presents you're going to buy your relatives and friends for Christmas and the New Year.

Lesson 7. Alexander who used to be rich last Sunday

1. Listen to the joke. Follow in the book. Is it funny? Explain why.

She: You see, honey, this bag costs only fifty dollars. Good buy.
He: Yes, good-bye, fifty dollars.

2. When you were a little child, did you use to get any pocket money? How much? What did you spend it on? Do you remember making any good buys?



3. Read and listen to the story. Stop to answer the questions in the boxes.

It isn't fair that my brother Anthony has two dollars and three quarters and one dime and seven nickels and eighteen pennies. It isn't fair that my brother Nicholas has one dollar and two quarters and five nickels and thirteen pennies.

Question 1: A quarter is 25 cent, a dime is 10 cent, a nickel – 5 cent. Who's got more money: Anthony or Nickolas?



It isn't fair because what I've got is ... bus tokens (жэтоны на аўтобус). And most of the time what I've mostly got is bus tokens. And even when I'm very rich, I know that pretty soon what I'll have is ... bus tokens. I know because I used to be rich, last Sunday.

Q. 2: Why is Alexander so unhappy?

Last Sunday Grandma Betty and Grandpa Louie came to visit from New Jersey. They brought salmon (ласось) because my father likes to eat salmon. They brought plants because my mother likes to grow plants. They brought a dollar for me and a dollar for Nick and a dollar for Anthony because – Mom says it isn't nice to say this because – we like money. A lot. Especially me.

Q. 3: How did he get his dollar?



My father told me to put the dollar away to pay for the college. He was kidding (жартаваў). Anthony told me to use the dollar to go downtown to a store to buy a new face. Anthony stinks (= he is extremely bad). Nicky said to take the dollar and bury it in the garden and in a week a dollar tree would grow. Ha, ha, ha. Mom said if I really want to buy a walkie-talkie, save my money. Saving money is hard.



walkie-talkie – a small radio held in the hand which is used for both sending and getting messages.

Q. 4: What did Alexander's family recommend him to do with his money? Were they serious?



Last Sunday, when I used to be rich, I went to Pearson's Drug Store and got bubble gum. And even though I told my friend David I'd sell him all the gum in my mouth for a nickel, he still wouldn't buy it. Good-bye fifteen cents. I absolutely was saving the rest (рэштка) of my money. I positively was saving the rest of my money. Except that Eddie called me up and said that he would rent (дасць напракат) me his snake for an hour. I always wanted to rent his snake for an hour. Good-bye, twelve cents.

Q.5: What did he do with his money?



Anthony said when I'm ninety-nine I still won't have enough for a walkie-talkie. My father said there are certain words a boy can never say, no matter how bad his brothers are being. My father fined (аштрафаваў) me five cents each for saying them. Good-bye, dime. Last Sunday, when I used to be rich, by accident I flushed (змыў) a dime down the toilet. A nickel fell



through a crack (шчыліна) when I walked on my hands. I tried to get my nickel out with a butter knife and also my mother's scissors. Good-bye, eight cents. And the butter knife. And the scissors.

Q.6: What happened to the scissors and the butter knife?

Last Sunday when I used to be rich, I found this chocolate bar just sitting there and I ate it. How was I to know that it was Anthony's? Good-bye, eleven cents.



Q.7: Why did Alexander say "good-bye" to eleven cents?

I absolutely was saving the rest of my money. I positively was saving my money. But then Nick did a magic trick that made my coins disappear. He didn't know the trick to bring them back. Good-bye, four cents.

Q. 8: Was Nickolas a good magician?

Anthony said that even when I'm 199, I still won't have enough for a walkie-talkie. My father said that there are certain things a boy can never kick[1], no matter how bad his brothers are being. My father made me pay five cents for kicking it. Good-bye nickel. Last Sunday, when I used to be rich, Cathy around the corner had a garage sale (распродаж). I positively only went out to look. I looked at a bear with one eye. I needed that bear. Good-bye, twenty cents.



Q. 9: Would you buy a one-eyed bear at a garage sale?

[1] **there are certain things a boy can never kick** *тут* ёсць такія рэчы, якія хлопчык не можа рабіць

I absolutely was saving the rest of my money. I positively was saving the rest of money. I absolutely positively was saving the rest of my money. Except that I needed to get some money to save. I looked in Pearson telephone's booths for nickels and dimes that people sometimes forget. No one forgot. I brought some non-returnable bottles down to Friendly's Market. Friendly's Market wasn't very friendly. I told my Grandma and Grandpa to come back soon.

Q. 10: Can you guess why?

Last Sunday, when I used to be rich, I used to have a dollar. I do not have a dollar any more. I've got this one-eyed bear. And ... some bus tokens.

By Judith Viorst (*adapted*)

4a. Look at the photo of the boy with a piggy bank. Do you think it is Alexander? Why? Why not?

4b. Interview your partner:

Are your parents happy about the way you spend your pocket money? Do your grandparents often visit you? Do you often go to see them? What would be the best present for you from your grandparents? What present do you think your grandparents would like to get from you?

UNIT 5

VERY TRADITIONAL BRITAIN

Lesson 1. Public or bank holidays?

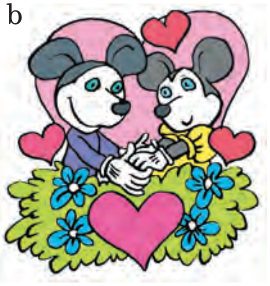
1a. In her bedroom at Hill Ridge School Alesya found a calendar of holidays and special days. Look at the introductory page of the calendar and answer the questions: What holidays are they? When are they celebrated? Add the missing information.

Model: It's St. Valentine's Day. It's celebrated on the fourteenth of February.

a



b



c



d



e



f



g



Grammar aid: Dates

Dates can be ***written*** in a different order.
UK version: day / month / year, e.g. 5th June, 2010 / 5 June, 2010 / 5 June 2010.
or: month / day / year, e.g. June 5th 2010.
Dates are ***pronounced*** in full: the fifth of June two thousand and ten.

1b. Check what you know about holidays in Britain.

On which holidays are
¤friends and relatives invited? ¤cards sent? ¤presents given? ¤parades watched? ¤houses, streets, towns and cities decorated? ¤fireworks displayed / let off? ¤jokes played on people? ¤special meals or dishes cooked?

1c. Alesya is invited to the school radio to talk about holidays in Belarus. Work in pairs. Student A – Alesya, student B – a school reporter (use the questions from ex. 1b).

2a. Read about days off in the UK and explain why there are different names for them.

British factfile

In Britain you can hear different words about days when most people do not go to work and celebrate different traditions: common law[1] holidays, bank holidays, and public holidays. Why? What's the difference?

We can find an explanation in history and law[1].

Before 1834 about thirty-three saints' days[2] and religious [rəˈlɪdʒəs] festivals **were celebrated** as holidays, but in 1834 only four **were left**: 1 May, 1 November, Good Friday and Christmas Day. The name "bank holidays" first appeared in 1871 in the Bank Holidays Act, which **was introduced** by a politician [ˌpɒləˈtɪʃ(ə)n] and banker Sir John Lubbock. Sir John was a great fan of cricket and strongly believed that bankers should have the opportunity to take part in or watch matches when they were

[1] **law** [lɔ:] закон; [2] **saints' days** дні святых

played. So the first bank holidays included the dates when cricket games were traditionally played between the villages where Sir John lived as a young boy.

The 1871 Act *introduced* four bank holidays in England, Wales and Ireland (then wholly part of the UK): Easter Monday, Whit Monday (the first Monday in May), the first Monday in August, and Boxing Day (26th December). As banks were closed, all people had a day off. English people were so thankful that they *called* the first Bank Holidays "St. Lubbock's Days". The Act also *included* Good Friday and Christmas Day as common law holidays because they were already celebrated by everybody in England, Wales and Ireland. They were traditional days of rest and going to church, as were Sundays.

This Act *named* five holidays in Scotland, which had a different tradition: New Year's Day, Good Friday, the first Monday in May, the first Monday in August, Christmas Day.

After that public holidays were renamed or added to the calendar of different UK countries in different years from 1903 to 2007. But whether holidays are called bank or public, is written in the different acts. Like a bank holiday, a public holiday is a holiday, celebrated by all people.

Grammar focus: Past Simple Passive Voice

Sir John Lubbock **introduced** the *Bank Holidays Act*.

The Bank Holidays Act **was introduced** by a politician and banker *Sir John Lubbock*.

was / were + **V3**

2b. Look through the text and find all the sentences in the Past Simple Passive Voice. What do they mean?

2c. Change the sentences with words in italics to Passive Voice sentences.

3a. Discover the holidays of the UK countries. On a sheet of paper write the holidays introduced in different UK countries in 1871. Read the text below and write out all the changes.

In 1903 St Patrick's Day (17 March) was made a bank holiday for Ireland only.

In 1971 Whit Monday in England, Wales and Northern Ireland was replaced by a late spring bank holiday on the last Monday in May. The last Monday in August was made a summer bank holiday in place of the first Monday.

In 1973 2 January was introduced as an additional bank holiday in Scotland.

In 1974 New Year's Day was added as a bank holiday in England, Wales and Northern Ireland, and Boxing Day was named an additional bank holiday in Scotland.

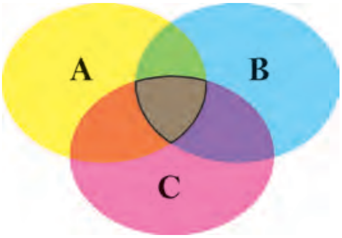
In 1978 the first Monday in May in England, Wales and Northern Ireland (May day), and the last Monday in May in Scotland (Spring holiday), were added as bank holidays.

In January 2007 St. Andrew's Day (30 November) became a bank holiday in Scotland.

3b. Copy the table and write in the holidays from your notes in your exercise-books.

England and Wales	Scotland	Northern Ireland
Bank holidays New Year's Day ... *Common law holidays* Good Friday ...	*Public holidays* New Year's Day ... *A bank holiday* ...	*Bank holidays* New Year's Day ... *Common law holidays* Good Friday ... *A public holiday* The Battle of the Boyne (12 July) ...

3c. What holidays are the same in all the UK countries? Make a Venn diagram in your exercise-book.



Lesson 2. Christmas fun

1. Answer the questions about holidays and special days in Belarus.

How many holidays are celebrated in your country? Which are days off? What's your favourite holiday? Why? How do you usually celebrate it?

2. Play one of the most popular British board games "Snakes and ladders". Consult the word box for the words in bold if you need.

Rules

1. The game is played by two or three players (teams).
2. You need a dice and two or three counters.
3. You throw the dice and move your counter to the corresponding number.
4. For an odd number (1, 3 ...) read the question in the question box and find the number of the answer in the answer box. For an even number (2, 4 ...) read the answer in the answer box and find the number of the corresponding question.
5. Move your counter to the number of the answer or the question. Now your move is complete.

move (v) – рухаць(-ца), move (n) – ход

6. If you get on a ladder, go up. If you get on a snake, go down. In any case, complete the question – answer or answer – question cycle.
7. The first player to go from 1 to 26 is the winner.

1. *How do the British prepare for Christmas?* ***3.*** *What is carol singing?* ***5.*** *When are Christmas decorations put up?* ***7.*** *What are the traditional Christmas decorations?* ***9.*** *Why are traditional Christmas decorations evergreens?* ***11.*** *How is Christmas celebrated?* ***13.*** *What day is the main Christmas celebration in Britain?* ***15.*** *What do people do on Christmas Day?* ***17.*** *Do people go to church?* ***19.*** *What's a typical Christmas meal?* ***21.*** *Who brings presents to British children?* ***23.*** *What are pantomimes* [ˈpæntəmaɪmz]*?* ***25.*** *When are Christmas decorations taken down?*


27
22
23
24
25
26
21
20
19
18
DECEMBER
25
17
13
14
15
16
12
11
10
holly
ivy
mistletoe
5
6
7
8
9
4
3
2
1

2. Evergreen is a symbol of life.
4. Carol singing is singing carols in the street, churches and public places.
6. During the weeks before Christmas, they send cards, watch nativity[1] plays and go carol singing. They **put up** Christmas decorations **inside** and **outside** homes, churches, shops. They decorate Christmas trees, too.
8. This holiday is celebrated together with family, relatives and friends who share the much loved customs and traditions which **have been around** for **centuries**.
10. They are **evergreens**, such as holly (вастраліст), mistletoe (амяла) and ivy (плюшч).
12. Most people put up their decorations about a fortnight (two weeks) to a week before Christmas Day. People may blow up balloons and put up Christmas cards on the walls.
14. Christmas Day is when Christians [ˈkrɪstʃənz] celebrate the birth of Jesus [ˈdʒiːzəs], so many people go to local church services.
16. Father Christmas, the British version of Santa Claus.
18. Christmas is celebrated on the 25th December.
20. **A pantomime** [ˈpæntəmaɪm] is a traditional British Christmas play.
22. Children open their presents on Christmas morning, then there's a Christmas dinner at midday for the whole family. People talk, exchange presents, eat and drink, watch television and listen to the Queen's Christmas Message (каляднае пасланне каралевы) in the afternoon.
24. A typical Christmas meal is roast turkey, or chicken or goose, roast potatoes, Brussels sprouts or other vegetables and gravy.
26. It is unlucky if you don't **take** your decorations **down** before the end of the 12th day of Christmas, on the 5th January.

be around = to exist (існаваць)

a century = 100 years

[1] **Nativity** п'еса пра Каляды ў выкананні дзяцей

put up = hang, **take down** – *ant.* put up

an evergreen [ˈevəgri:n] – a tree or plant that does not lose its leaves in winter

3a. Guess the riddles. What customs are they?

1. It is one of the oldest customs **going back to** the Middle Ages (сярэднія вякі) when poor people used to walk in the streets and sing holiday songs for food, money or drink. Today people still go from house to house singing and collecting money for charity. Traditionally it is from St Thomas's Day (21 December) until the morning of Christmas Day.

2. People believe that this evergreen **protects** their homes **from** evil spirits (ад злых духаў) by its prickly (калючыя) leaves and also by its reputation [ˌrepjʊˈteɪʃ(ə)n] for holiness.

holy (adj) свяшчэнны + ness = holiness (n)

3. This evergreen plant with white berries **is dedicated** [ˈdedɪˌkeɪtɪd] **to** Goddess (багіня) of Love, which explains the kissing that goes on under it. Originally, when a boy kissed a girl, he plucked a berry and gave it to her. When the berries were gone, so were the kisses.

4. This evergreen plant must not be used alone, or even **predominate** [prɪˈdɒmɪneɪt].

5. They are an important part of British Christmas festivities and great family amusement.

They contain (=include) a number of ingredients: cross dressing – when men roles are played by women and vice versa; fun – because well-known plays and fairy-tales are changed to be modern and amusing; music – there is a lot of music and singing; celebrities' (славутасці) participation – well-known pop stars, comedians [kəˈmi:diənz], sports and TV people take part in them. They are performed in theatres, village halls and community centres.

6. On this day small gifts or a little money are given to such people as milkmen, cleaners, newspaper boys, etc. Schools across the country gather gifts which are put in Christmas Boxes and sent to poorer countries.

3b. Look through the riddles again and match the words with their translations. Check in pairs, then with the whole class.

1. going back to, **2.** is dedicated to, **3.** protects from, **4.** predominate.

A. абараняе ад, **B.** пераважаць, **C.** прысвячаецца ..., **D.** ідзе / вядзе да ... .

4. Write two riddles (1–2 sentences) about Christmas customs and traditions. Collect them all in a box and mix. Each student chooses a riddle to answer in turn.

Model: It's an evergreen plant used for decorating houses. People kiss under it.

5. Do you know any Belarusian Christmas traditions? Compare how Christmas is celebrated in our country and in Britain.

6. What do people do at Christmas in Britain? Write 10 sentences.

Lesson 3. New hopes

1a. Have a competition. Say as many things as you can about what people do at Christmas in the UK.

1b. Remember 15 things that you do at New Year.

2a. Listen to the Christmas song and read along. What picture can you imagine? What's the weather like outside? What's inside the house?

2b. Sing the song.

Let it snow

Oh the weather outside is frightful (страшная),
But the fire is so delightful (цудоўны),
And since (паколькі) we've no place to go,
Let It Snow! Let It Snow! Let It Snow!



It doesn't show signs (прыкметы) of stopping,
And I've bought some corn for popping
(трошкі кукурузы пахрумстаць),
The lights are turned way down low (святло прыглушанае),
Let It Snow! Let It Snow! Let It Snow!

The fire is slowly dying,
And, my dear, we're still goodbying,
But as long as you love me so,
Let It Snow! Let It Snow! Let It Snow!

2c. Find all the words with the [aɪ] sound. Which letters denote (перадаюць) the sound? Make a table in your vocabulary.

3a. Read about celebrating the New Year in Britain. Match the paragraphs to the pictures.

1. Many people in the UK **stay up** until **midnight** on New Year's Eve, 31 December, so that they can celebrate the start of the New Year. People **see in** the New Year with their friends and family. Sometimes one can be invited to someone's New Year Eve houseparty. Many pubs[1] and clubs have special events[2].

2. A few minutes before midnight, British people traditionally watch Big Ben (the clock in the Houses of Parliament), and celebrate after it **strikes** for the 12th time: this is shown on television. It's a tradition **to join hands** at midnight and sing *Auld Lang Syne*, written by the Scottish poet Robert Burns.

---

[1] **a pub** месца, дзе можна перакусіць і пагаварыць з сябрамі;
[2] **special events** [ˈspeʃ(ə)l ɪˈvents] спецыяльныя мерапрыемствы.

a



b



c



d



e



3. In London, people often gather in the area around Trafalgar [trəˈfælgə] Square, Piccadilly [ˌpɪkəˈdɪlɪ] Circus, Leicester [ˈlestə] Square and Parliament [ˈpɑːləmənt] Square from about 9pm until the early hours of the morning. They listen to Big Ben and watch a 10-minute firework display at the London Eye starting at midnight. The fireworks are also shown live[1] on large screens (экраны) in Trafalgar Square, and on BBC1 TV channel.

4. In Scotland and in the north of England people **follow the custom** of the First Foot. People try to be the first ones and **knock at** their friend's houses after midnight. In many places the first-footer is allowed to be a resident of the house (можа быць чалавекам, што жыве ў доме), but they must not be in the house when the clock strikes midnight. The First Foot is traditionally a tall, dark-haired man. In some places a woman or fair-haired man are thought as **unlucky**. The First Foot usually brings several gifts, including a coin, bread, salt, coal (вугаль), or a drink (usually whisky) for good **luck**.

5. On New Year's Day people **make New Year's Resolutions** (promise to start doing something good in the new year).

---

[1] **live** [laɪv] прамая трансляцыя

Popular resolutions include to **improve** :

<u>health</u>: lose weight[1], exercise more, eat better, give up smoking;

<u>finances</u> [ˈfaɪnænsɪz]: make more money, save money;

<u>**career**</u> [kəˈrɪə]: get a better job;

<u>education</u> [ˌedjʊˈkeɪʃ(ə)n]: **care about** studies, get better grades (ацэнкі), get a better education, learn something new (such as a foreign language or music);

<u>self</u>: become more organized, lessen stress, be less grumpy, manage [ˈmænɪdʒ] time, be more independent.

care about – feel that something is important, so that one is interested in it

3b. Guess the meaning of the words in bold.

3c. Which customs are the same as in Belarus? Which are different? Discuss the questions in pairs and report to the class. Which customs would you like to follow? Which customs do you follow in your family?

4a. Look through the possible New Year Resolutions in the text again and say which of them you would like to make. Work in pairs.

4b. Report to the class. Which are the most popular New Year resolutions?

5. Read the card of New Year resolutions. Do you like it? Make a card of your New Year resolutions.



This New Year my Resolution is to spread happiness and enjoy all around.

What are you planning? Hope you live up to your New Year Resolution!

6. Write how you celebrate the New Year (10 – 12 sentences).

---

[1] **lose weight** [weɪt] схуднець

Lesson 4. Merry making

1a. **Listen to one of the traditional rhymes which have accompanied the Bonfire Night, then read it. When do people celebrate Bonfire Night? Why?**

Remember, remember the F**i**fth
of November,
The Gunp**ow**der Tr**ea**son and
Plot,

I s**ee** no r**ea**son
Why the Gunp**ow**der Treason
Should ever be forgot.
Guy Fawkes [ˈgaɪˈfɔ:ks], Guy
Fawkes, t'was his intent
To bl**ow** up the King and
Parli'ment.
Three-score barrels of p**ow**der
bel**ow**
To prove old England's over-
thr**ow**;
By God's m**er**cy he was catch'd
W**i**th a dark lantern and b**ur**ning
match.
Holla boys, Holla boys, let the
bells r**i**ng.
Holloa boys, holloa boys, God
save the King!
And what should we do with him?
B**ur**n him!

gunpowder [ˈg nˌpaʊdə] – порах, **treason** – дзяржаўная здрада, **plot** – загавор
reason – прычына

intent – намер
to blow up – узарваць

three-score – тройчы па дваццаць, **barrels** – бочкі
overthrow [ˌəʊvəˈθrəʊ] – пераварот
mercy [ˈmɜ:si] – міласць
lantern [ˈlæntən] – ліхтар
match запалка

1b. **What sounds (гукі) are the letters in bold? Write the letters for the sounds** [aʊ], [əʊ], [ɜ:], [ɪ] [i:].

1c. **Have a phonetic competition. Read the poem.**

2a. **Read about the history and traditions of the Bonfire Night. What new information have you learnt as compared to the rhyme?**



Every year on 5th November, **the anniversary** [ˌænɪˈvɜːs(ə)rɪ] of the Gunpowder Plot («Парахавога загавору»), Bonfire Night is celebrated all over the UK.

When Queen Elizabeth I took the throne of England she made some laws against the Roman Catholics [ˈrəʊmənˈkæθ(ə)lɪks]. Guy Fawkes was one of a small group of Catholics who felt that the government was **unfair to** Roman Catholics. People hoped that King James I would change the laws, but he didn't.

There were even fines (штрафы) for people who didn't **attend** (go to) the Protestant church on Sunday or on holy[1] days.

A group of men plotted to kill King James and **blow up** the Houses of Parliament, the place where the laws were made.

a plot (n) – to plot (v)

The men bought a house **next door to** the parliament building. The house had a cellar (падвал, склеп) which went under the parliament building. The plotters planned to put gunpowder under the house and blow up parliament and the king.

On the morning of 5th November, soldiers [ˈsəʊldʒəz] discovered Guy Fawkes with gunpowder in the cellar and arrested him.



He was questioned about the other plotters. To start with he didn't tell the soldiers anything about the plot. But then he told the truth.

a question (n) – to question (v)

In celebration of his survival [səˈvaɪv(ə)l], King James **ordered** that the people of England should have a great **bonfire** on the night on 5th November.

---

[1] **holy** [ˈhəʊlɪ] святы



The event is still **commemorated** annually in England on 5th November by fireworks and burning "guys"[1] on bonfires. As well as burning effigy of Guy Fawkes, the bonfires are used to bake potatoes wrapped in foil[2] and to warm up soup for the crowds that come to watch the fireworks. The traditional cake eaten on Bonfire Night is Parkin, a sticky (вязкі) cake containing a mix of oatmeal, ginger, treacle and syrup[3]. Other foods include sausages cooked over the flames (полымя) and marshmallows (алтэя, расліна) toasted in the fire.

a mix (n) – to mix (v)

On this night people also enjoy fireworks display. During the days before Bonfire Night, children used to take their home-made guys out in the street and ask for "a penny for the Guy" for fireworks.

2b. Look through the text again match the words with their translations. Check in pairs, then wilh the whole class.

1. unfair, **2.** attend, **3.** blow up, **4.** next door to, **5.** ordered, **6.** anniversary, **7.** bonfire, **8.** commemorate.

A. адзначаць (дату), **B.** несправядлівы, **C.** касцёр, **D.** загадваць, **E.** гадавіна, **F.** па суседстве з, **G.** наведваць, **H.** запальваць.

2c. Read and compare. What do the words mean?

fair (справядлівы) – **un**fair = not fair

Unlucky, unimportant, unhappy, unpopular, uninhabited, unable, untidy.

---

[1] **guys=effigies** [ˈefɪdʒ:iz] чучалы; [2] **wrapped in foil** загорнутую ў фальгу; [3] **oatmeal, ginger, treacle, syrup** авёс, імбір, патака, сіроп

3a. Write *Who*- questions about the Bonfire Night.

Model: When **Queen Elizabeth** I took the throne of England she ***made*** some laws against the Roman Catholics. – **Who *made*** some laws against the Roman Catholics?

3b. Ask each other in turns.

4a. Read the Firework Safety rules and say which of them are very important and less important. Which of the rules do you follow? Which of the rules do you never follow?

Firework safety



Fireworks can be great fun. Unfortunately ([nˈfɔːtʃ(ə)nətlɪ] на жаль), every year people get hurt because they fool around with fireworks.

fool (n) – fool around (v)

Make sure you're not one of them by following these few simple rules.
Never play with fireworks. – They can go off and hurt you.
Only adults (дарослыя) should light or hold (трымаць) fireworks.

light (запальваць) – lit – lit

When you are watching fireworks stand well back.
Never go near a firework that has been lit. Even if it hasn't gone off, it could still explode.
Fireworks will frighten your pets, so keep your pets safely indoors.
If you are given a sparkler (бенгальскі агонь), always wear gloves. Hold it at arm's length. When your sparkler goes out, DON'T TOUCH IT. It could still burn you, so put it in water.

4b. On which holidays and festivities are there fireworks and bonfires?

4c. Write bonfire safety rules for the Belarusian holidays of Kupalle and Spring Calling.

Lesson 5. Sporting traditions

1. Alesya has been invited to take part in a typical Easter entertainment – egg hunt – with Natalie's young cousins. Look at the picture and find 6 eggs using the clues.



Look around and you will see – I'm hiding under ... .
You don't have to go too far – you can find me in this ... .
Can you climb very high? You might find me near the ..!
Stop looking for me in the tree! Can't you see me near the ..!
There's no need to look for it in the sand, because I'm
hiding it in my ... .
To find an egg you're unable? – Look! It's under the ..!
When it's found it will be a pleasure to exchange the Easter
treasure.

2. Read about other Easter entertainments. Are they the same as in Belarus? Explain why egg rolling is popular in Britain, but not in Belarus.

British factfile

Exchanging and eating eggs is a popular custom in many countries, as eggs are a symbol of spring and new life. In the UK

real eggs had been used before they were replaced by chocolate eggs. The eggs were hard-boiled and dyed in various colours, which meant spring and light. There is an old traditional game played even today in the north of England, for example at Preston in Lancashire. Hard boiled eggs are rolled down hills to see whose egg rolls farthest.



far – farther – the farthest (about distance)

3a. **Look through the texts and match them with the pictures.**



3b. **Read these descriptions of sporting traditions in the UK. Some of the customs or rules may seem strange but they have been around for hundreds of years. Get into groups of three. Each of you reads one of the texts and gets ready to speak about the following:**

A. when the sport tradition began; **B.** where and when it is played; **C.** what the rules are.

Sporting traditions in the UK

1. Traditionally, forty-one days before Easter Sunday is a special day for Christians, called Pancake Day or Shrove Tuesday. It is the day before **Lent** (Вялікі пост) starts. Lent is a Christian **fast** (пост) which lasts forty days before Easter. On Pancake Day people used to celebrate the last day before Easter when they could eat what they wanted. Eggs and milk ought not to be eaten during Lent. That's why the eggs, milk and butter left in the house were used for pancakes. All over England there were pancake races on or near Shrove Tuesday. The tradition is still around today. The rules of pancake races are different in different places, but each participant, usually a woman, has to wear an apron and a hat or scarf. They run with a pancake in a frying pan and throw the pancake in the air. They have to catch it again in the pan (патэльня). The winner gets to the finishing line first having thrown the pancake a pre-decided number of times.

The most famous pancake race takes place at Olney. The Olney pancake race is world famous.

2. The Highland Games is a Championship which began in the middle of the 19th century in the Scottish Highlands. Games are traditionally held in September. Today they include highland dancing, contests in playing the bagpipes and one of the most popular sports – "tossing the caber". Tossing means throwing. Players have to throw a long and extremely heavy pine trunk (ствол хвоі) as far as possible. The average caber weighs [weɪz] 68 kilos and is usually about 6 metres long. The heaviest caber in the history of caber tossing weighed 127 kilos. The player who throws his wooden caber the furthest is not necessarily the winner. The style of throwing is more important than the distance. Players are usually very big and strong!

3. The Ashbourne street football game is a two day football match held in Ashbourne [ˈæʃbɔ:n], in the Midlands every spring. It is one of many street football matches played all over the UK. The town is divided into two teams, depending on where the players live. There can be hundreds of players in each team

and the two goal posts are nearly five kilometres apart. The ball is not kicked but "hugged" close to the chest (мяч «адбымаюць» = прыціскаюць да грудзей). It is a bit difficult to get the ball from one end of town to the other and sometimes no goals are scored. The shopkeepers in the centre of town have to cover their windows with wooden boards[1] to protect them from the crowds (натоўпу) of players. All locals, both the young and the old, enjoy this very lively and sometimes violent[2] game. The match ends with a few broken arms but people think it is all so much fun. They have been playing this game every year for more than two centuries.

3c. Tell each other about the sporting tradition you have chosen.

3d. In groups answer the questions.

1. Which sport is practised throughout the UK? 2. Which sport is not usually played by men? 3. Which sport has an incredible number of players? 4. Which sport is the most dangerous? 5. Which sport requires the most physical strength? 6. Which sports involve throwing something?

3e. Discuss with your class.

Which sport do you think is the silliest? Which do you think is the most difficult? Which sport would you like to try?

4a. Do you know of any sporting traditions in Belarus? Discuss with your class to collect ideas.

4b. Write about a sporting tradition in Belarus (10 – 12 sentences).

Lesson 6. Is it worth breaking traditions?

1. "BBC breaks 565-year pancake tradition" was the title in a local newspaper. Why? Read and answer.

---

[1] **wooden boards** [bɔ:dz] драўляныя дошкі; [2] **violent** [ˈvaɪələnt] жорсткая

Wednesday, February 17. 2010. The BBC has broken with a 565-year tradition. Their male children's TV programme presenter took part in a pancake race which has always been a female event.

decide (v) – decision [dɪˈsɪʒ(ə)n] (n)

The decision to allow[1] a non-resident man to take part in the world-famous race brought an outcry in the small market town of Olney [ˈɒlnɪ], Bucks[2]. The historic Shrove Tuesday race, which started in 1445, has only ever been open to women over 18 who have lived in the town for more than six months.



But Joel Defries [ˈdʒəʊlˈdefrɪz], 24, put on a scarf, an apron and a blonde wig and ran in the 415 yard[3] race.

Jane Hughes [ˈdʒeɪnˈhju:z] crossed the finish line by the St.Peter and St.Paul church in 1 minute, 7 seconds followed by Nicky Sallis and then Joel from Blue Peter. He said: "I let the second runner go past me, that's the kind of woman I am."

Jane spoke to many reporters from the BBC, ITV, Bucks and Three Counties Radio about her pride (гордасць) in the race: "It's fantastic. It brings so many people to Olney and puts us on the map. Winning is fantastic, but it really is the taking part that counts."



Joel, in his turn, in his "piece to camera" ***said*** that next year he **would win** the race.

Before the race ***started*** OlneyOnline **had asked** Joel a few questions. The first was about the moment he ***was told*** he **would have** to run: "I do get some strange [streɪndʒ] challenges working for the programme. As soon as they told me about it I ***thought*** I **wouldn't win** because that **would be** unfair to women. The next moment I was cool with it."

---

[1] **allow** [əˈlaʊ] дазваляць; [2] **Bucks** кароткая назва графства Бакінгемшыр; [3] **yard** = 0.9144 метра

Grammar focus: Sequence of Tenses

A. *Future Simple-in-the-Past*

What's the difference between sencences 1 and 2?

1. I ***think*** I **won't win** because that **will be** unfair to women.
2. I ***thought*** I **wouldn't win** because that **would be** unfair to women.

\+ (S) would [V] ...

– (S) would not (wouldn't) [V] ...

? Would (S) [V] ...?

B. *Past Perfect*

3. Before the race **started** OlneyOnline **had asked** Joel a few questions.

started – past action, **had asked** – an action before another past action

\+ (S) had [V3] ...

– (S) had not (hadn't) [V3] ...

? Had (S) [V3] ...?

C. *Sequence of Tenses* (see sentences 1–3 and text 1)

[Past Simple] ... (Past Tenses).
Present Simple fi Past Simple
Present Continuous fi Past Continuous
Present Perfect fi Past Perfect
Past Simple fi Past Perfect
Future Simple fi Future-Simple-in-the-Past

2a. **Put the verbs in the correct tense forms to complete the interview.**

Tony Evans, head of the Olney pancake race committee explained: "First the BBC promised (паабяцалі) they (*come*) and (*film*) the children's pancake races and (*put*) it on the show. But then they rang and said the producer (*do*) it. I was cross (angry) as we (*mention*) they were coming in all the newspapers, on TV and on the radio, so I wrote a strong letter to the producer. He said if they came they now (*have to*) make a big thing of it and get the presenter to race and it (*be*) in next week's show."

"It presented me with a dilemma – either I would have to let everyone down and say the TV people were not coming, or I would have to break with tradition.

a film (n) – to film (v)

to let somebody down – падвесці каго-небудзь

"Over the last few years a lot of the girls have run to collect money for charity and I thought that the BBC (*give*) the town publicity so I decided to let him run."

"I consulted the other members of the committee and it was on the condition that (пры ўмове, што) he couldn't win the race and he had to wear a cap and apron."

2b. **Listen and check.**

2c. Do you think Tony Evans was right? Discuss in groups. One group is for and the other is against the decision.

2d. Report to the class. What's the dominating opinion?

3a. A lot of people in Olney were angry about breaking the tradition which had been around for centuries. Do you agree with them? This is what they said.

"Letting a man in the race means that the traditional idea has been forgotten and thrown away. Sadly the money interest has become predominant," said local resident Geoff Bacchus [ˈdʒefˈbækəs].

predominate (v) – predominant (adj)

Another resident Sally Harris, 48, added: "It's a real shame this ancient tradition has been ruined. This has always been

something for the women of the town and now it has all been thrown away. It will never be the same again."

3b. Report the people's opinions.

1) Geoff Bacchus said that … 2) Sally Harris added that …

4a. Take part in the interviews. What do you think will happen to the tradition next year? Write your thoughts.

Help box. take part in, attract crowds of people, have a lot of fun, sell a lot of pancakes, make a lot of money, improve the town's budget, improve …, collect more money for …, avoid running in a race, attract fewer people

Model: I *think*, the BBC presenter *will* take part in the pancake race again next year.

4b. Exchange your ideas and report them to the class.

Model: Sasha *thought* that the BBC presenter would take part in the pancake race again the next year.

Help box. thought, said, answered, was / were sure

4c. Write 6 – 8 sentences reporting your classmates ideas.

Lesson 7. When in England, do as the English do

1. Are rules important in people's lives? What rules do you know? What are your school rules? Which rules do you always follow? Which rules do you break?

2a. Read the Good-manners guide prepared by schoolchildren of Woodland school in England. Which of them are important to follow? Which of them are less important? Why do you think so?

In England…

Do say "Excuse me": if someone is *blocking* your way and you would like them to move, say "excuse me" and they will move out of your way.

Do say "Please" and "Thank you": it is very good manners to say "please" and "thank you". It is rude if you don't. You will notice in England that we say "thank you" a lot.

Do cover your mouth: when yawning or coughing[1] always cover your mouth with your hand.

Do shake hands: when you are first introduced to someone, shake their right hand with your own right hand.

Do say "Sorry": if you bump into someone, say "sorry". They probably will too, even if it was your fault[2]! This is a habit and can be seen as very amusing by an "outsider".

Do smile: a smiling face is a welcoming face.

Do stand in line: in England we like to form orderly queues (чэргі) and wait for our turn e.g. getting on a bus. "Queue jumping" is not welcome.

Do take your hat off when you go indoors (men only). It is impolite for men to wear hats indoors especially in churches.

polite – **im**polite =not polite, rude

Nowadays, it is becoming more common to see men wearing hats indoors. However, this is still seen as being impolite, especially to the older generations.

Do drive on the left side of the road.

Do open doors for other people: men and women both open the door for each other. It depends on (залежыць ад таго) who goes through the door first.

Do not greet (не вітай) **people with a kiss:** we only kiss people who are close friends and relatives.

Avoid (пазбягай) **talking loudly in public.**

It is impolite to stare[3] at anyone in public.

Do not ask a lady her age: it is impolite.

Do not pick your nose in public: use a handkerchief[4] if you need.

Avoid backslapping (ляпанне па спіне) **and hugging** (абдымкі) – this is only done among close friends.

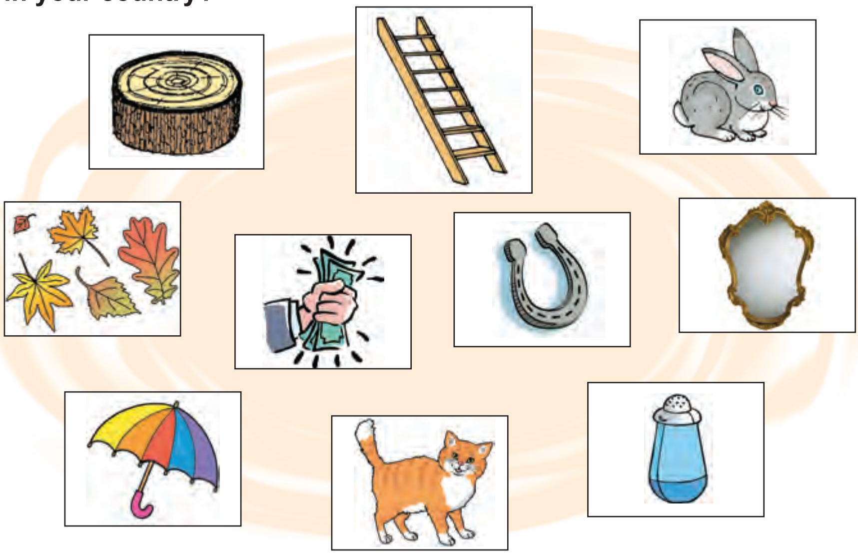
---

[1] **yawning** [ˈjɔ:nɪŋ] **or coughing** [ˈkɒfɪŋ] пазяхаючы ці кашляючы; [2] **fault** [fɔ:lt] віна; [3] **to stare** пільна глядзець; [4] **handkerchief** [ˈhæŋkəˌtʃɪf] насоўка

2b. **Which rules are the same as in your country?**

2c. **Write a similar guide for visitors to your country.**

3a. **These animals and objects can be linked to some superstitions[1]. Which of them are associated with good or bad luck in Britain? And in your country?**



3b. **Listen and check your guesses.**

3c. **Listen, take notes and explain what each object means.**

4a. **Discuss in pairs and then with your class the following questions.**

1. Which British superstitions are similar to those in your country? 2. Which are different? 3. Do you know anything about the origins of some of the superstitions in your country? 4. Can you give the definition of “superstition”? 5. Do you believe that they can influence our lives and still live on in the age of science?

a life – lives

4b. **Write about superstitions in Belarus for a foreign visitor.**

[1] **superstitions** [ˌsu:pəˈstɪʃ(ə)nz] забабоны, прымхі

Lesson 8. Gardens of Britain

1. The British are keen on gardens and gardening. The beauty of British gardens is there for all to enjoy. They range from charming country gardens in front of houses to huge landscaped parks and are really amazing. Is there a garden near your house? Are there a lot of flowers in your town or city?

2a. Scan the texts for 2 minutes and answer the questions.

1. Which garden is open daily (every day)? 2. Which gardens aren't open to public in December and January? 3. Which gardens are closed on Christmas Day and New Year's Day? 4. What's the latest closing time? In which garden? 5. Where can you see exotic plants in greenhouses? 6. Where can you find plants from around the globe? 7. Where can you see lots of rhodies[1]? 8. Where can you find a wild Himalayan gorge (узкое ущелье)?

Exbury Gardens Exbury [ˈeksbərɪ], Hampshire
Tel: 023 8089 1203. *Open*: late Feb – late Nov, daily 10 – 5.30 (or dusk if earlier)



Herbaceous [həˈbeɪʃəs] borders



Candelabra primulas [ˌkændəˈlɑ:brəˈprɪmjʊləz]



Maples



Rhodies

[1] **rhodies** [ˈrɔ:dɪz] рададэндран

Created in the 1920s by Lionel de Rothschild, Exbury Gardens are a visual extravaganza. Idyllically set on the east bank of the Beaulieu [ˈbjuːlɪ] River, the 73ha (hectares [ˈhekteəz]) landscaped woodland gardens offer superb displays of rhododendrons, camellias and azaleas. Trees as well as flowers have their special place, with many rare and beautiful examples including an ancient yew[1] tree. A labyrinth of tracks and paths (сцяжынкі) lead through the beautiful plantings, cascades and ponds (сажалкі), rose garden, rock garden, heather and iris [ˈaɪrɪs] gardens, daffodil meadow and river walk. Exbury continues to develop, with recent additions including a herbaceous (травяністы) and grasses garden.

Windsor [ˈwɪnzə] ***Great Park, Berkshire*** [ˈbɑːkʃə] *Tel*: 01753 847518. *Open*: daily Mar – Oct 10 – 6; Nov – Feb 10 – 4. (Closed 25 – 26 Dec, 1 Jan)



An ancient oak tree



The Valley Gardens overlooking Virginia Water

Truly a garden for all seasons, Savill Garden was created in 1932. Under the patronage of King George IV and Queen Elizabeth the Queen Mother, the gardens which cover 14ha, are run by traditional methods and give a home for plants that might be lost. Spring displays of rhododendrons [ˌrəʊdəˈdendrənz] and azaleas [əˈzeɪlɪəz], underplanted with primulas and wild narcissus, are followed by a range of roses, late summer herbaceous borders and spectacular autumn colours. Many rare[2] plants blossom in the Queen Elizabeth Temperate (з умераным мікракліматам) House.

---

[1] **yew** [juː] ціс; [2] **rare** [reə] рэдкі

Kew [kju:] ***Gardens (Royal Botanic Gardens)*** Kew, London. *Tel*: 020 8940 1171. *Open*: daily 9.30–6.30 (closing time varies according to season). Closed 25 Dec, 1 Jan



UNESCO World Heritage Site (помнік сусветнай спадчыны)



Inside the Waterlily House

The world's foremost (перадавы) Royal Botanic Gardens offer a visit at any time of the year. Containing around 30,000 species of plants, including 13 species extinct (зніклыя) in the wild, the gardens were created in 1722 under the patronage of George III, but Sir Joseph Banks encouraged the project from the very beginning and brought unknown plants back from a world voyage aboard Captain Cook's ship *Endeavour* [ɪnˈdevə]. Go in spring for the lilac[1] and rhododendrons, and in winter when even on the greyest of days the greenhouses are full of exotic growth. At Kew you will find plants from around the globe and from every habitat – desert, swamp and rainforest.

grow (v) – growth (n)

Crarae [ˈkrɑ:reɪ] ***Gardens*** Crarae, Inveraray [ˌɪnvəˈreərɪ], Scottish Lowlands. *Tel*: 01546 886614 / 886388.

Open: daily – summer 9 – 6, winter – daylight hours





[1] **lilac** [ˈlaɪlək] бэз

Among Scotland's loveliest gardens, Crarae is set beside the fascinating Loch Fyne and covers 25ha of woodland with one of the finest rhododendron collections in Scotland. Crarae Glen (a narrow and deep mountain valley) is the nearest thing in Scotland to a wild Himalayan [ˌhɪməˈleɪən] gorge (вузкая цясніна) and contains many exotic plants. Here also is the site of the National Collection of the southern beech and the gardens contain important and large trees and shrubs (кусты).

2b. Have a phonetic competition. Pronounce the names of gardens and plants.

3a. Role play. Natalie and her family are going to take Alesya to one of these gardens. Work in groups. Divide the roles. Each of you chooses one garden you'd like to visit and gets ready to explain why you should go there: 1) what you can find there, 2) when it's open, 3) where it's situated, 4) what you think of this garden.

Help box. huge, small. large, wide, narrow, amazing, attractive, spectacular, fantastic, fascinating, lovely, pretty, super, picturesque

3b. Act out the discussion.

Help box. Let's go to ... Why not go to ... ? We could go to ... We should go and see ... It's convenient. It's twice as near as ... It's open on ... from ... to... I'm sure we'll enjoy / love it. – It sounds too far / right / good / fascinating, but ... OK. / Great!

4. Write about a garden you saw once and liked very much (use the plan in ex. 3a).

Lesson 9. Do you need an invitation?

1. Discuss with your class.

1. Which is your favourite holiday or festival? Why? 2. Do you celebrate it with your friends or with your family and relatives? 3. What do you start with when organizing a celebration? 4. On which holidays do you invite guests? 5. Is it polite to come without an invitation to a family celebration?





2. **Complete the texts with the words given about popular Belarusian and British traditions. Do they need an invitation for sharing in?**

A. Believed, holiday, loved, celebrated, food, protect, traditional, jumping, cooked, strengths, collecting, celebration, happily, dancing

Kupalle, summer solstice (21 June), is the most ... and celebrated pagan ... in today's Belarus. There is a whole complex of ... rituals [ˈrɪtʃʊəlz], beliefs, love and magic. Like in ancient times, Kupalle is ... in the night from 6 July to 7 July. During the day of 6 July young girls went into the meadows to collect plants and herbs – corn flower, ferns[1], etc. It was ... that the plants gathered at that time had special magic and ... and could ... people and their homes from illnesses and evil spirits. That's why some of these plants were used in ..., some were put up on the walls of the houses, and some of the plants were used in the wreaths[2] worn on the head by young men and women during the Kupalle ....

The central part in Kupalle celebration was a fire, which symbolized life and Yaryla and drove away death. During the day young men would prepare the place to start the fire. They would go around the village ... old things – clothes, broken barrels – and would take them out to the place, chosen for the festivity. Usually it would be a meadow, a forest glade (паляна), a bank of a river.

---

[1] **ferns** [fɜ:nz] папараткікі; [2] **wreaths** [ri:θs] вянкі

The oiled wooden wheel would be set on fire to symbolize sun.



There were a lot of purification rituals (рытуалы ачышчэння) during the celebration – ... over the fire, bathing in the river, rolling in the grass dew[1]. There would be a lot of ... in karagods, competing in strength, fortune-telling (гаданне) and looking for a blossoming fern flower – "paparats-kvetka". The lucky couple (пара) that would find it would live ... ever after.

Special ritual food was ... on the fire – fried eggs (egg symbolized both sun and life), kulaha (a sort of a pudding made of wheat flour), vareniki (dumplings stuffed with berries – blueberries, cherries, raspberries).

A lot of this tradition is followed today.

B. enjoy, cakes, tradition, strong, tea-shop, sugar, boiled

Afternoon tea is a British .... Whether spending a day at home or out, in town or countryside, most British people ... their afternoon "cuppa".

There are few towns without at least one ..., which also sells different sandwiches, scones with jam and cream, and delicious .... The county of Devon in south-west England, with its many dairy farms, is famous for its "cream teas", where scones are served with thick clotted cream (адтопленае малако).

As for the drink itself, tea is traditionally brewed[2] in a china tea pot, adding one spoonful of tea per person and one for the pot. Freshly ... water is then poured onto the leaves and the tea is left to "brew" for a few minutes. The ... English Breakfast blend is one of the favourites, with added milk, and a little ... for those with a sweet tooth.

3. Which of the holidays or events would you like to be invited to in order to[3] share the wonderful traditions? Choose any from this unit and write about it.

---

[1] **dew** [dju:] раса; [2] **is ... brewed** [bru:d] заварваецца; [3] **in order to** (do something) для таго каб (*зрабіць што-небудзь*)

Help box. I'd like to be invited to ..., because it is a great tradition / custom / holiday.
It is celebrated on ..., people usually gather at home / come to ...
It's really exciting / interesting / fun / cool to ....
You can also ...
I am sure I would enjoy it.

4a. Read the invitations. Where are they invited to?

I have cooked
Something yummy and delicious.
Come over.
Let's have dinner together!





Hey!!! It's time for Coffee.
Let's drink delicious brew.
Come over on a Coffee Break!

A perfect brew is ready!
I am waiting for
A lovely company ...
So thought of inviting you.
Join me for an afternoon tea!



4b. Where would you like to invite your friend to? These invitation formulas will help you to write any invitation. They are usually short. Choose one sentence from part A and one sentence from part B.

A. 1. Please come and join us / me on *(Women's)* Day. 2. Hope you join in the fun and celebration on (*New Year's*) Day / at (*Christmas*). 3. Inviting you all to enjoy some fun moments on (*my birthday*) / at (*Easter*). 4. Let's be together and have great fun on (*St. Valentine's*) Day / at (*a Dinner Party*). 5. You are invited to join us for (*a Christmas Party*).

B. 1. We are looking forward to seeing you / to your lovely company. 2. I am looking forward to a beautiful day / evening

ahead. 3. Your company will add on to the enjoyment. 4. Your presence will make it special. 5. Come over!

4c. Find the addressee for your invitation. Have a mingling activity.

1. Divide the class into two groups. 2. Students A read their invitations to different students from group B until they find someone who has written about the corresponding holiday or event in exercise 3. 3. Change the roles and play again.

> **Help box.** **A:** (reads the invitation). – **B:** Oh, I'd like to come to ... Thanks for inviting me.

5. Make an invitation card to your favourite holiday. Write about celebrating this holiday.

Lesson 10. Let's throw a party!

1. Do you like parties and celebrations? Why? What do you have to think about if you are planning a party? Make a list of things. Work in pairs.

2. Listen and write down the list of things to do. Compare your list with the list from the text.

3. Preparing for the party think what you can do yourselves.

A. Make your own Valentines in the shape of hearts.

Remember that the colours of St Valentine's Day are red, white and pink. Here are some ideas to help. Read the text found on Valentines and write your own. It depends on who it is addressed to – your friend, teacher, sister or brother, mother or father, someone you love.



With you around sweetheart,
My life's a Song!

Happy Valentine 's Day to you!





A big warm hug
To wish you Happy Valentine's Day!

Day and night you are in my thoughts!
Please be my Valentine!



B. In a similar way make and write invitations to your party.

C. Prepare an entertainment programme for your party.

D. Prepare small gifts for winners of competitions.

4. Prepare this board for "Crosses and noughts" game.

Ideas for the game:
naming public British or Belarusian holidays;
questions and answers about traditions and customs in the UK or Belarus or about St. Valentine's Day.



5. Prepare crosswords or wordsearches in groups or in pairs. Choose the topis suggested above.

6a. Get ready to play the game "Matching hearts".

I. Make hearts.

II. Cut them zig zaggy in two halves each in a defferent way.

III. On one of the halves write questions about the history of St Valentine's Day and on the matching part – write the answers.



IV. Mix them and hand out to players.

V. The player with the question (e.g. a boy) reads it, and the player with the corresponding answer (e.g. a girl) reads the answer. They put their halves together and see if they have made up a whole heart.

6b. Read the text about the history of St Valentine's Day and write questions and answers for the game "Matching hearts" (see p. 124).

Valentine's Day is celebrated by millions of people all over the world. The celebration falls on the 14th of February. On this day, people celebrate and show their love to each other by giving gifts and cards and perhaps by having a romantic dinner.

The history of Valentine's Day — and its patron saint – has a lot of mysteries. But we do know that February has long been a month of romance. Customs which have a link with St. Valentine's Day started with the popular belief held by people in Great Britain and France during the 14th and 15th century that birds begin to mate on 14 February. Lovers, therefore, found St. Valentine's Day the right time to send love letters and gifts to beloved.

But in recent time the festival is seen in a much larger perspective. Now, people take opportunity of the day to wish "Happy Valentine's Day" to anyone they love – their father, mother, teachers, siblings (brothers and sisters), friends, co-workers or anyone special to them. The idea is to give love and spread happiness around us.

But, who was Saint Valentine? One legend says that Valentine was a priest (святар) who served during the third century in Rome. When Emperor Claudius II decided that single men made better soldiers than those with wives and families, he outlawed [ˈaʊtˌlɔ:d] marriage (паставіў шлюб па-за законам) for young men – his soldiers. Valentine thought it was unfair and continued to marry young lovers in secret. When Valentine's actions were discovered, Claudius ordered that he be put to death.

There is a legend, that Valentine actually sent the first "valentine" greeting himself. Valentine fell in love with a young girl who had visited him in prison a few times before his death on 14 February. It's no surprise that by the Middle Ages, Valentine had become one of the most popular saints in England and France.

Other stories suggest (мяркуюць) that Valentine was killed for attempting to help Christians escape Roman prisons where they were often beaten.

In Great Britain, Valentine's Day began to be popularly celebrated around the seventeenth century. By the middle of the

eighteenth century, it had become common for friends and lovers in all social [ˈsəʊʃ(ə)l] classes to exchange small gifts or handwritten notes. By the end of the century, printed cards had begun to replace written letters. Ready-made cards were an easy way for people to express their emotions in a time when direct expression of one's feelings was discouraged. According to the Greeting Card Association, one billion Valentine cards are sent each year, making Valentine's Day the second largest card-sending holiday of the year (2.6 billion cards are sent for Christmas.)

7. Get ready to play the game "Back to back".

A boy and a girl stand with their backs to each other; the audience ask questions, e. g. *What colour are her eyes?* Etc. Write a few sets of questions.

8. Have a phonetic competition. Get ready to recite the following SMS texts.

In School, They Taught Me That
1 hour = 60 Minutes
1 minute = 60 Seconds
But They Never Told Me That
1 Second Without You = 100 Years.

Life is so short, so fast the lone hours fly,
We ought to be together, you and I.

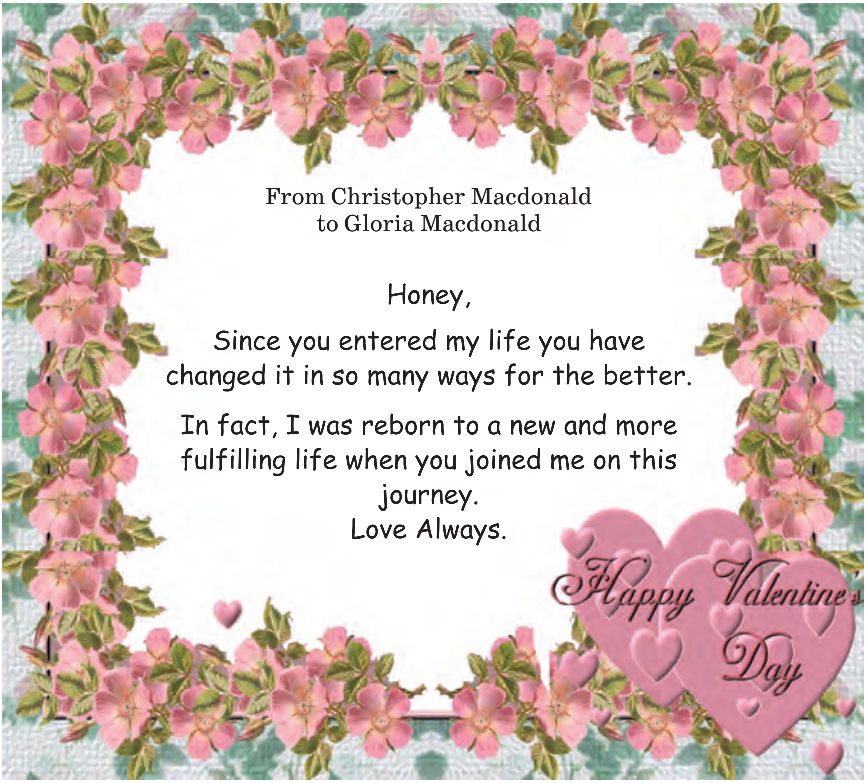
If Your asking if I Need U the answer is 4Ever
If Your asking if I'll Leave U the answer is Never
If Your asking what I Value the answer is U
If Your asking if I Love U the answer is I do.

9. Organise a short story competition. In pairs make up a story based on the following Valentines:

From Howard to Holly

You got me to the hospital in time and saved my life!
My heart still beats because of you!
I'm so glad to be alive and in love with you!
I love you! I love you! I love you!





10. Hold your party in Lesson 12.

Lesson 11. The Last Cowboys

1. Travelling is one more custom followed by almost everybody in the UK. Every summer millions of British people go to other countries in search of good weather, beauty and new experiences. Read about the main characters of the book "The Last Cowboys" by Harry Horse and answer: What's real? What's fantasy?

a film (n) – to film (v), a smile – to smile, land – to land, a plan – to plan

Roo is a dog, which lives with ***Harry Horse***, the writer of the book, in Scotland. Roo wants to find her grandfather. When he was a puppy he sailed to America on a ship. He travelled all over America and had a lot of different jobs. Roo says her grandfather was a famous film actor and she showed him to Harry in several films when they were watching television. He looked like a different dog in each film but Roo said that's why he was an actor.



Of course, Harry finds some of the stories about Roo's grandfather hard to believe, but he wants to help Roo find her Grandfather in the Wild West.

They go to America together where they have a lot of adventures.

2. Read the story, divide it into parts and match the titles with the parts of the story.

•On the plane. •In Hollywood. •At the hotel. •Getting ready for the trip.

The Last Cowboys

(*After Harry Horse*)



It is not easy to find the Wild West any more, but the Get Lost Travel Agency[1] were most helpful. They sold Harry two tickets for a fourteen-day bus tour [tʊə] to some of America's best attractions. They were going to visit Hollywood (Roo's grandfather could be there), the Grand Canyon (Harry wanted to see this very much), and a place called Cowboy Town, which sounded to Harry very much like the Wild West.

Harry planned to travel light this time, so he took the most important things for him – some clothes, the tent and a few golf clubs

[1] **Get Lost Travel Agency** Бюро падарожжаў "Знікні"

(клюшкі). But Roo didn't understand what travelling light meant. She wanted her ball, her plastic rabbit, two bones, a drinking bowl, dog biscuits, flea collar (ашыйнік ад блох) (red), best collar (brown with studs – са стразамі), six tins of Mr Beefy Dog, a hairbrush, a tin opener and fork, a bowl with "Roo" painted on one side, a small chewed stick and a beanbag (she sleeps on this sometimes). Oh! How can a small dog have so many things!

Roo behaved badly on the plane. She didn't want to sit still in her seat and kept going to the toilet. She said she could hear a mouse scratching there. She found an old lady's glove and chewed[1] it to pieces. Harry had to apologise to the lady[2] and give her one of his gloves, though it was too big for her. Roo barked all through the film, *101 Dalmatians* and made a baby cry licking its feet....



Harry was very happy when they finally landed.

When they got to the hotel, the manager said that dogs can't stay in a hotel. That's why Harry had to pay more money for a doggie bed in the room. It cost twenty dollars and Harry was sure Roo would not sleep in it!

At midnight Roo ran all over the furniture and said that she wanted to chase something. At last she fell asleep on top of the TV. At three o'clock in the morning she woke up and said she wanted her dinner (she hadn't got used to the time difference[3]). When eating her dinner she fell asleep and Harry put her to the doggie bed. She looked so good while she was sleeping.



[1] **chewed** [tʃu:d] зжавала; [2] **had to apologise to the lady** вымушаны быў папрасіць прабачэння ў дамы; [3] **she hadn't got used to the time difference** яна не прывыкла да розніцы ў часе

When she got up Harry was still sleeping. She walked on the telephone and somehow called room service[1]. When Harry woke up the manager said that Roo had ordered (заказала) eleven full English breakfasts. Harry had to pay for them though it was an accident [ˈæksɪdənt]. So he was very angry with Roo.

Anyway, their tour of America began and they went to a film studio [ˈstjuːdɪəʊ] in Hollywood to see how a film is made.



First they visited the pavement (тратуар) where all the famous stars leave their hand-prints. Roo walked on wet cement and left her paw-prints in a space reserved for Tom Cruise. Harry hoped Tom would not be angry.

They wanted to leave the pavement but at that moment a big gentleman with a large cigar shouted to them to stop. Harry was worried that the man would attack them for the paw-prints on the pavement, but he said he wanted Roo's "face". Roo told him that her face was always on her body and could not come off.

The gentlemen explained that he was the biggest film producer in Hollywood and that he was going to make Roo a film star. He wanted to film Roo in a commercial[2] for dog food. All Roo had to do was to eat a bowl of Crunchy Munchies and then turn to the camera and smile. The film producer spent a long time with Roo, explaining what he wanted her to do. Roo said she would do it naturally. Then the director shouted "Action" and the filming began. But as soon as the camera began working things went wrong. Each time she took some dog food in her mouth she made an awful face and looked sick. It took ninety-seven takes and afterwards Roo was sick under the director's desk.



'The biggest film producer' showed them to the door and told Harry that Roo's career in films was finished.

After days of travelling they found the Wild West and Roo's Grandfather.

---

[1] **called room service** выклікала службу дастаўкі ежы ў нумар;
[2] **commercial** [kəˈmɜːʃəl] рэклама

3. Read again and answer the questions.

1. What America's attractions were Roo and Harry going to visit? 2. What does travelling light mean? 3. How did Roo behave on the plane? 4. Why did Harry pay twenty dollars at the hotel? 5. When did Roo ask for her dinner? 6. How did Roo call room service? 7. What did Roo order? 8. Why was Harry angry with Roo? 9. Where did Roo and Harry go in Hollywood? 10. Why didn't Roo become a film star?

4. Read again and complete the summary with the correct words from the box.

Roo, a dog from Scotland, wanted to ... (1) her grandfather in America. Harry, her master[1], agreed to ... (2) her. He ... (3) two tickets for a fourteen bus ... (4) around America. They wanted to see America's best ... (5).

They went to America by ... (6), where Roo ... (7) badly. She often ran to the toilet, barked, ... (8) an old lady's glove to pieces and made ... (9) cry.

In the ... (10) Roo did not ... (11) late into the night and ... (12) her dinner at three o'clock in the morning because of the time difference.

Roo and Harry went to ... (13). Roo hoped to find her ... (14) there. She said he was a ... (15) actor. Roo could become a film ... (16) , but she could not act in front of the ... (17).

help, bought, tour, attractions, plane, behaved, chewed, a baby, hotel, ate, sleep, Hollywood, grandfather, famous, star, camera, find

5. How can you describe the main characters – Roo and Harry? Why? Give examples from the text.

Help box. silly, clever, intelligent, amusing, funny, loving, understanding, friendly, helpful

6. How can you describe the story? Why? Give examples from the text.

serious, humorous, amusing, boring, interesting, exciting, documentary, mysterious, entertaining

[1] **master** гаспадар

UNIT 6

MUSIC

Lesson 1. What music are you really into?

1a. **Alesya and Natalie are in a car. Listen to their conversation and say what music they have chosen.**

a. rock,
b. hard rock,
c. rap,
d. techno,
e. punk,
f. R&B,
g. jazz,
h. pop,
i. country,
j. folk,
k. classical



1b. **Listen to the pieces of music and match them with the styles.**

2. Describe different styles of music.

Model: I think jazz is very expressive and relaxing.

Help box. popular, fast, slow, traditional, energetic [ˌenəˈdʒetɪk], aggressive, noisy, depressing, rhythmic [ˈrɪðmɪk], expressive (выразны), relaxing, sentimental [ˌsentɪˈment(ə)l], touching, melodious [məˈləʊdɪəs], lively, awesome [ˈɔːs(ə)m] = cool, rude, awful, pleasant, great; exciting, fantastic, soft, beautiful, boring, stupid

3. What music are you really into? Why? What about your relatives and friends?

I'm really into it = I'm very interested in it = I like it very much

4a. **Read the Internet forum. What music styles are the most popular? Which are the least popular?**



Tsunami: My favourite music style is techno, I know lots of people think it's stupid but I think it's awesome. It's my favourite music right now and I listen to it all the time. When I go to bed, I listen to techno because it relaxes me and makes me fall asleep faster. I looove techno!



Justin: I'm fond of hard rock and heavy metal music. My favourite groups are Metallica and Nirvana [nɪəˈvɑːnə]. When I listen to their music at full volume[1], it fills me with energy! But when I work at the computer, I need some slower and softer music in the background[2] – I usually listen to hip hop then. ☺



Nova: I'm really into rap and hip hop, but I also listen to all kinds of music. What I look for in a song is lyrics and rhythm. Some songs are so touching that I listen to them over and over. ☺☺



Mich : I grew up in the country, in my dad's family who listened to NOTHING BUT country music, but I didn't get into it as much as my brothers. I like any music that sounds good to my ears – techno, pop, R&B and others.



Josh: I can't get into rap! I think the lyrics of most rap songs are very rude and they sound so angry and hateful! Why do people listen to rap?



Click : I can't stand heavy metal. It's awful! The melody is hidden behind men screaming and acting like crazy [ˈkreɪzi] frogs. Guitar solos can be good but you can't hear them. Most of the time their music sounds like a clash of noise to me.

4b. **Which of the people in the forum do you agree and disagree with? Work in pairs.**

---

[1] **at full volume** [ˈvɒljuːm] на поўную гучнасць; [2] **background** фон

4c. **Work in groups. Discuss your attitude to music: What music is good in the background / for relaxing / getting energy / dancing / workout[1]?**

5a. **What music do you like? What music do you dislike?**

Help box. I'm into / fond of / keen on; I like / don't mind / can't / get into / can't stand / hate

5b. **Make a class chart of the most and least popular music.**

6. **Write about your favourite and least favourite style music for the forum.**

Lesson 2. Can you play a musical instrument?

1. **Natalie's classmates are looking through a catalogue of musical instruments. Match the words with their transcriptions.**



1. Trumpet



2. Drums



3. Accordion



4. Saxophone



5. Synthesizer



6. Flute



7. Bagpipes



8. Triangle



9. Cello



10. Violin



11. Piano



12. bass guitar

[1] **workout** – трэніроўка, заняткі ў трэнажорнай (фітнес) зале

a. [ˈbæɡˌpaɪps]   b. [ˈsæksəfəʊn]   c. [ˈvaɪəˌlɪn]   d. [ˈtʃeləʊ]
e. [ˈtr mpɪt]   f. [flu:t]   g. [beɪsgɪˈtɑ:]   h. [dr mz]
i. [ˈsɪnθəsaɪzə]   j. [əˈkɔ:dɪən]   k. [ˈpjænəʊ]   l. [ˈtraɪæŋgl]

Model: 1 – e.

2. Put the musical instruments into the groups.

Wind instruments (we blow them): flute, ...
Keyboard instruments (they have keys): piano, ...
String instruments (they have strings): guitar, ...
Percussion [pəˈk ʃ(ə)n] (we beat or hit them): triangle, ...

3. Listen and guess the musical instruments 1 – 12.

4. Work in pairs. Which of the musical instruments do you like? Why? Use the words from the box. See ex. 2 in lesson 1.

Model: I like the sound of **the** guitar because it's soft and sentimental.

5. What musical instrument can you / your parents / relatives / friends play?

Model: I can play **the** piano

Grammar focus: Article with musical instruments

play + **the** + musical instrument

BUT: play + sports game

6a. Work in pairs. Which of the musical instruments in ex. 1 and 2 are played in an orchestra [ˈɔ:kɪstrə]? in a jazz band? in a folk group? in a pop group?

Model: They play the flute in an orchestra.

6b. Read about Linda, Alesya's classmate. Fill in the gaps.

Linda is the youngest in the family. She's got three sisters and a brother. She likes them a lot and she always tries to be like them. Linda's sisters are really into folk music. They play in a

school folk group. Her oldest sister, Penny, sings and plays ... (1) guitar. Her second sister, Pamela, writes music and plays ... (2) violin. The third Linda's sister, Lily, writes the lyrics and plays ... (3) flute, ... (4) guitar and ... (5) drums. Linda's brother, Vincent, can neither play any musical instrument nor sing. He's really into sport. He plays ... (6) ice hockey in winter and goes swimming in summer.

6c. Write about music in your life. Can you or somebody you know play a musical instrument? Do you like listening to them or do you prefer listening to the radio or CDs?

> **Help box.** My friend can play the ... She / he learnt to play ... when she / he ... She / he is (not) very good at playing ... But she / he can play ... really well. I really enjoy listening to ... / I can't stand when she / he ... I think she / he will go on playing ... / I think she / he will give up playing ... To be honest, I prefer ... In any case (у любым выпадку), my life is full of music.

Lesson 3. Listen to the big old brown drum

1a. Find the pattern and complete the sentences.

Listen to the big old drum: TRUM! PUM! PUM!
Listen to the small new drum: Trum! Pum! Pum!

Listen to the big old green drum: TREEN! PEEN! ... !
Listen to the small new green drum: Treen! ... ! ... !

Listen to the big old red drum: TRED! ... ! ... !
Listen to the small new red drum: ... ! ... ! Ped!

Listen to the big old black drum: .... ! PACK! ... !
Listen to the small new black drum: Track! ... ! ... !

Listen to the big old ... drum: TROWN! POWN! POWN!
Listen to the ... new ... drum: Trite! Pite! Pite!

1b. Listen and check your answers.

2. **Cover ex.1a and put the words in the correct order:**

green / big / old = … … … drum
new / white / small = … … … drum

Grammar focus. **Order of adjectives**

(opinion) + size + age + colour

---

3. **Work in groups of three. You're doing the shopping on-line. Choose four musical instruments from the catalogue.**

Model: P1: We need a drum. Let's get this small grey drum.
P2: I don't like the colour, it's too dull (цьмяны). What about this green drum?
P3: It's big. We need a small drum. Look at this small blue drum. It's small and the colour is nice.
P1: I agree, I like it a lot.
P2: OK, we've done with the drum. What's next?



4a. **Natalie's classmate Bob is a music fan. He went to a jazz concert. Look at the photo and answer the questions: What are the people doing? What are they wearing? What instruments are they playing?**



4b. Put the adjectives in the correct order to describe the musical insruments.

1) a / brown / big / old contrabass [ˈkɒntrəˌbeɪs]
2) a / yellow and brown / new / electric guitar
3) a / golden / big saxophone
4) a / black / new / big drum
5) a / old / big / black piano

4c. Who is playing what?

Help box. guitarist, contrabass player, saxophonist [sækˈsɒfənɪst], pianist, drummer

5a. Listen to Bob speaking about the concert and find three mistakes.

5b. Listen again. What's Bop's opinion about the concert and the musicians?

6. Describe a concert you went to or watched on TV (10-12 sentences).

Lesson 4. Glamorous life in front of our eyes

1. Play a "Who says the last word" game.

1. Choose one category: classical music / great musicians / popular bands and groups / popular singers.
2. Divide into pairs. With your partner, make a list of all names you can think of for the category your class chose in Step 1.
3. Start the competition. Pairs say the names from their lists, one at a time; the teacher writes them on the board. The last pair to say a name is the winner.

2a. Speak to your classmates.

1. On a piece of paper, write your most and least favourite music style, a band and a singer (6 answers).

2. Walk around the classroom and talk to your classmates. Find people who like or don't like the same styles, bands and singers.

Model: P1: I like Beyonce. – P2: But I don't.
P2: I like Shakira. – P1: So do I.
P1: I don't like Rap. – P2: But I do.
P2: I don't like pop music. – P1: Neither do I.

2b. Look at the photographs of the musicians. Discuss with your partner: What styles of music do they play? How do you know that?

a


b


c


d


e


2c. Work with your partner. Match the photos with the names of the musicians and groups.

1. "Troitsa" **2.** Seryoga **3.** Belarusian National Orchestra **4.** Iryna Darafeeva **5.** "Pesnyary"

2d. Which of these groups and musicians do you know? Which of them do you think your parents know? Which of them have you or your parents seen at the concert? What do they all have in common?

2e. Do you like listening to any of the musicians? Read what other people think about them and say who you agree with.

Ivan: I think *Troitsa* is fantastic. It's the most mysterious group in Belarus. They play folk which is very original, expressive and relaxing. The performers can play a wide range of musical instruments such as the flute, the trombone, the accordion,

the bagpipes and many others. For me it would be great to see their performance. They are just awesome.

Veranika: To my mind *Pesnyary* are the most successful Belarusian group today because the tickets to their concerts are always sold out and the concert halls are always full. They play pop music based on Belarusian folk and this makes all their songs so melodious and touching.

Dasha: My dream is to see the performance of *Belarusian National Orchestra* live. They play classical music of a very high level. The wide range of musical instruments can impress (можа ўразіць) even the most experienced music lovers. The proof of their popularity is that they always draw a full house. (Доказ іх папулярнасці тое, што яны збіраюць поўную залу.)

Masha: I'm really into *Iryna Darafeeva*. I listen to the pop music she performs because it helps to relax and spend free time in a nice way. It sounds good in the background. She is very often on the radio.

Stas: We like the kind of music *Seryoga* performs because it's expressive and energetic. It's never boring. Rap is never boring. Besides *Seryoga* is a very strong personality who's made a successful carrier in show business.

3. Who is your favourite Belarusian singer? Why? Write about him / her.

Lesson 5. Interviewing a celebrity

1a. Listen to the conversation. Who is speaking? What are they talking about?



1b. Listen again and answer the questions.

1. What is the article about? 2. When did the journalist interview the musicians? 3. Where did he interview them? 4. Why didn't they have the interview in the Concert Hall building? 5. Did Chris go to the club with "The Tigers"? 6. What problem does Chris have today? 7. What time must the article be sent to Mrs Rosenberg? 8. How can Chris solve the problem?

2. If you were a journalist, what questions would you ask a music celebrity? Make a list of questions. Ask them about their past, present and future.

Grammar aid: Questions

about the past

Did you V ...? Were you adj. / noun ... ?

about the present

Do you V ...? Are you Ving ...?

about plans for the future

Are you going to ...?

3a. Listen to Chris's interview. What questions from your list did the journalist ask?

3b. Listen again and answer the questions.

What places have they visited? What instruments can they play? What are their plans for the future?

4a. Role play. Some of you are members of a music group. Others are journalists who are going to interview the group. Prepare for the interview.

4b. With your partner from the role play, write the interview for a magazine.

Lesson 6. Are you a concert goer?

1. Ask your partner. Report his / her answers to the class.

1. Have you ever been to a concert? 2. How many concerts have you been to in your life? 3. What was the last concert or performance you went to? 4. When was it? 5. Where was it? 6. Who did you go with? 7. Why did you go? 8. What kind of music did you listen to? 9. What musical instruments did you hear in that concert / performance? 10. What did you like about that concert / performance? 11. What didn't you like about it? 12. Do you prefer going to concerts or watching them on TV?

2a. Look at the tickets. What information do they give you?



2b. Work in pairs. Choose one concert or performance from ex. 2a. Pupil 1 invites Pupil 2.

Model: **P1:** My parents gave me two tickets to the opera. Would you like to go with me?
P2: Oh! I love opera! What performance is it?
P1: It's my favourite – "The Phantom [ˈfæntəm] of the Opera".
P2: I love it too. I've seen it three times but I'd love to go again. When is the concert?
P1: It's on March the 13th.
P2: What time?
P1: ...

3a. Listen to the conversation. Which concert are Alesya and Natalie talking about?

3b. Read the conversation. Fill in the gaps.

Alesya: How was the concert last night, Natalie?
Natalie: It was brilliant! I just love live [laɪv] concerts!
Alesya: Did you go there alone?
Natalie: No, I went there with my ... (1) sister.
Alesya: Oh really?

an experience = an event

Natalie: Yes, it was quite a new experience for her. She's into classical music, you know... Violins, cellos ...
Alesya: So did she like the concert?
Natalie: She did. She said it was ... (2) and expressive than the music she usually listens to and, of course, much ... (3) But I have to say, the sound wasn't very good at the beginning... In fact it was ...(4) beginning of a concert I had ever been to.
Alesya: Why so?
Natalie: It started ...(5) than it had to: there was a problem with electricity [ɪˌlekˈtrɪsəti], I guess. We had to wait for about half an hour before the band started to play. There were so many people around us that I couldn't see the stage well. My sister could see even ... (6), you know, she isn't very tall, so we had to look for a ... (7) place to see the stage and listen to the music.
Alesya: And what about the concert itself?
Natalie: It was a huge success[1], I would say. "Green Day" play real rock and they do it as no one else can do. They work very well together. My sister said she'd never heard anything more energetic. And you know what?
Alesya: What?
Natalie: She asked Dad to buy her a bass guitar! She says she now wants to play (8) ... and louder.

3c. Listen to the conversation again and check your answers.

---

[1] **a huge success** [ˈhju:dʒsəkˈses] вялікі поспех

3d. Read the dialogue and act it out.

4. Do you remember your last visit to the concert? Did you enjoy it? Why? What do you think about the music? the musicians? Write about it.

Lesson 7. Learn more about music

1a. Look at the photos. Do you know the musicians? What do you think about their music?



1b. Listen to the song and fill in the missing words. Which of the musicians performed it?

Yellow submarine[1]

In the town where I ... (1) born,
Lived a man who sailed to sea,
And he told us of his ... (2),
In the land of submarines,

So we sailed on to the ... (3),
Till we found the sea green,
And we ... (4) beneath the waves,
In our yellow submarine,

We all live in ... (5) submarine,
yellow submarine, yellow submarine,

---

[1] **submarine** [s bmə'ri:n] падводная лодка

We all live in yellow submarine,
yellow submarine, yellow submarine.

And our ... (6) are all aboard,
Many more of them live next door,
And the band begins to ... (7).

As we live a life of ease
Every one of us has all we ... (8),
Sky of blue, and sea of ... (9),
In our yellow submarine.

1c. Work in three groups. Group A – read about the Beatles, group B – read about R.Williams, group C – read about A. Rybak. Answer the questions individually and write the answers.

When did they become famous? What are their best known songs? What interesting facts did you learn about the musicians?

A. THE BEATLES

The Beatles were John Lennon, Paul McCartney, George Harrison and Ringo Starr. They were from Liverpool, the UK. They made their first record in 1962 and in two years they became the most famous group in the world. Teenagers and their parents, everyone seemed to get crazy about the Beatles music, clothes, hair style, even the way they talked. The musicians liked to experiment with the sound and they recorded hundreds of great songs full of new kind of energy. After John Lennon was shot dead in a street in New York in 1980, the Beatles couldn't play together again but they are still one of the most popular groups among people of all ages.

B. ROBBIE WILLIAMS

Robbie Williams started his musical career as a teenager in the boy band, *Take That*. The band split up in 1995 and Robbie decided to become a solo performer. His first solo single was *Freedom* and his first album was *Life thru a lens*. It didn't sell very well at first, but success came suddenly, when the single *Angels* came out. Robbie spends much time and money on char-

ity helping the world's poorest people and the children of Haiti. Today he is one of the most played artists of the last decade in the UK.

C. ALEXANDER RYBAK

Today *Alexander Rybak* is one the most popular solo performers in Europe. His success came to him after his amazing victory in the Eurovision song contest. He performs pop which is extremely pleasant and sometimes even sentimental. And what's more girls adore his fantastic smile.

Alexander's phenomenal journey began at the age of five. His little family of three moved from Belarus to Norway. His parents were both professionally trained musicians and teaching their son the violin and piano was the most natural thing in the world. Alexander practised like a top athlete. At a very young age he debuted on the stage and many noticed Alexander's talents. Alexander Rybak went on to win the 54th Eurovision Song Contest in Moscow, Russia in May 2009. He finished with a grand total of 387 points, breaking all records. Alexander sang "Fairytale", the song he wrote walking in the mountains on the Norwegian west coast, a song inspired by Norwegian folk music. "Fairytale" became a major hit in Europe and was No 1 on most European charts the following week.

1d. Compare your answers.

1e. Find a student from each of the other two groups and exchange the information.

2. Which information did you like most? Why?

3. Who is your favourite singer? Work in pairs. Use questions from ex.1c. to speak about them.

4. Write about your favourite singer or group. What interesting facts do you know about the musicians?

Lesson 8. Be a radio DJ for 5 minutes

1a. Look at the photos of people at work. What do they have in common?



1b. What do these people do at work? What skills do they need? Use the words from the box. Work in pairs.

- club DJ
- party DJ
- radio DJ
- mobile DJ

DJ = disc jockey

Help box. present news, take phone calls, play music, read commercials, choose music, introduce music, interview celebrities, chat with listeners, move the crowd, do trivia quizzes, travel with their sound system, operate sound system

Model: Club DJs select music and play it in clubs. They have to know how to operate the sound system. They also have to know a lot about music, be able to speak in front of people and keep them interested.

2a. Listen to a DJ. Where does he work?

2b. Listen again and decide if the sentences are true or false.

1. When at work, Alex plays records. 2. When at work, Alex talks to people who call the radio station. 3. When at work, Alex plays music. 4. Alex plays only classical music and jazz. 5. He thinks his job is very hard. 6. Sometimes, Alex meets groups at the radio station.

3a. Listen and put the topics in the correct order.

A. Doing a trivia quiz
B. Introduction of a song
C. Introduction of the DJ
D. Reading some news
F. Taking a call from a listener

3b. Read the DJs scripts and match them to the topics in ex. 3a.

①

– Hello, Radio 1.
– Hello. My name's Karina.
– Hi, Karina. How are you?
– I'm fine, thank you.
– Where are you calling us from?
– From the southeast.
– I see. Welcome to Radio 1. What song would you like to hear?
– Can you play "Sorry Seems to Be the Hardest Word", please?
– Sure! It's a great song. Who's the song for?
– It's for my mum. It's her birthday today.
– What's her name?
– Susanna. Susanna Ryan [suːˈzænəˈrɪən].
– OK. Got it. Dear Susanna Ryan, happy birthday and enjoy the song!

②

To music news now. Yesterday was the last day of the music awards ceremony. Now we all know who the best singers and bands of the year are. Our congratulations[1] to the Twister band and their fans! ... And don't forget to call us at 175-76-77.

③

Hello! Are you ready? I'm ready. Let's do it. Let's go. It's Radio 1. Today from 11 till 12 am, DJ Mix is with you.

---

[1] **congratulations** [kənˌɡrætʃʊˈleɪʃ(ə)nz] віншаванне

④

Now to our Wednesday trivia quiz. Today's topic is girl names in the names of songs. OK. Here we go. Today's question is what song is about a man who had a girl name? The clue is he wasn't very happy about that... The winner will get two tickets to the "All Stars" night club! Call us now!

⑤

It's Radio 1 and DJ Mix. Today is Earth Day and of course we're going to play some topic-of-the-day songs for you... Well, the first song I can think of is Michael Jackson's "Earth Song". What have we done to the Earth? This is the most important question that we all have to ask ourselves. Ask now, when it's not too late. What have we done to the Earth?

3c. Read the DJs scripts again and answer the questions.

1. What's the DJ's name? 2. What station does he work for? 3. When is he on the air (у эфіры)? 4. What's the phone number in the studio? 5. What group got the prize yesterday? 6. Why did Karina call? 7. What's today's quiz question? 8. Why is today special? 9. What Michael Jackson's song is played today?

3d. Listen again and check.

4. Do the project "A radio DJ for 5 minutes".

1. Make up your stage name.
2. Write an introduction to yourself. Record it if you can.
3. Choose a song you would like to play to your classmates.
4. Write an introduction to the song. Record it if you can.
5. Put the recordings together with the recording of the song. Present it to your classmates or speak and then play the song.

Lesson 9. The Phantom of the Opera

1. Finish the sentences.

1. Opera performances are played in ... . 2. Operas are sung in different languages, for example, in ... and ... . 3. You can watch an opera in an opera house or listen to it on a ... .

2a. "The Phantom of the Opera" is a popular modern opera that you can watch on TV, on a DVD or in an opera house. Its story is based on the book written in 1909. Read the short version of the story and say who is who.



1. Erik [ˈerɪk], **2.** Christine Daaé [ˈkrɪsti:n daɪˈeɪ], **3.** Raoul [raʊl], **4.** the Persian [ˈpɜ:ʃən]

A. a mysterious man from Erik's past
B. a young Swedish soprano [səˈprɑ:nəʊ]
C. Christine's childhood friend and love interest
D. the deformed [dɪˈfɔ:md] man (believed to be a ghost), who lives in the catacombs [ˈkætəku:mz] of the opera house and loves Christine

fantôme (French) = ghost (English)

Christine Daaé's mother dies when the girl is very young. She and her father, a famous violinist, travel all over Sweden playing folk music. Her father is known to be the best wedding violinist in the land. During Christine's childhood, her father tells many stories and a character known as the Angel of Music figures a lot in all of them, especially[1] one about a girl who can

[1] **especially** [ɪˈspeʃ(ə)lɪ] асабліва

hear the Angel of Music. When Christine meets Raoul, he also enjoys her father's many stories.

Later, when Daaé's father is dying, he tells Christine that when he dies he will send the Angel of Music to her. Christine cries for her father endlessly.

After several years of Christine's hard work, she is given a position in the chorus at the Paris Opera House. Very soon after she gets there, she begins hearing a voice (голас) which sings to her and speaks to her. She believes it must be the Angel of Music and asks him if he is. The Voice agrees and offers to teach her "a little bit of heaven's music". The Voice, however, belongs to Erik, a deformed man, a genius designer [dɪˈzaɪnə] who was one of the people who built the Opera house. He secretly made a home for himself in the catacombs deep down under the Opera house. He is a real man but he doesn't let people see him and he makes people believe that he is the Opera "ghost". He's been frightening the Opera management for many years and has been regularly getting money from them. When he meets Christine and hears her wonderful voice, he falls in love with her but he doesn't show himself to her.

With the help of the Voice, Christine sings beautifully at the gala concert[1] one night at the opera. Her old childhood friend Raoul hears her and remembers his love for her. After the gala, the Voice, who reveals himself as Erik, comes to Christine and takes her to live in his home in the catacombs. After two weeks, when Christine asks him to let her go, he agrees, but only if she wears his ring and is faithful to him. Christine, for a time, can't decide who is better for her: Erik or Raoul. After Christine tells Raoul of Erik, Raoul promises to take her away. They plan to leave the next day, but as Christine feels sorry for Erik, she decides to sing for Erik one last time. They don't know that Erik has been listening to their conversation.

The last night when Christine sings at the Opera house, Erik kidnaps her during the performance. He begs her to marry him but she doesn't agree. Then Erik offers her a choice: say no, and he destroys the entire[2] Opera house, or say yes and marry him.

---

[1] **gala concert** [ˌgɑːləˈkɒnsət] гала-канцэрт, урачысты, святочны канцэрт; [2] **the entire** [ɪnˈtaɪə] увесь, цэлы

Christine wants to say no but soon she realizes that Raoul, together with a man from Erik's past known only as "The Persian", have come to rescue her and have, instead, found themselves in a trap (пастка). To save them and the people in the Opera house, Christine agrees to marry Erik and kisses him. Erik, who has never before in his life been kissed – not even by his own mother – is full with emotion. He lets Christine go to marry Raoul. Erik and Christine cry together, and then she leaves. Three weeks later, a notice appears in a Paris newspaper stating that Erik is dead.

2b. Are the sentences true or false?

1. Christine was born in Paris. 2. Her father was a famous pianist. 3. Christine and Raoul were childhood friends. 4. Erik lives under the building of the Opera house secretly. 5. Erik and Raoul both want Christine to marry them. 6. Christine feels pity for Erik. 7. Erik has never been kissed by a woman. 8. Christine stays with the Persian. 9. Erik lives a long life, alone and unhappy.

2c. Answer the questions.

1. Why did Christine travel a lot when she was a little girl? 2. Who was the main character in many of her father's stories? 3. How did Erik manage to build a house for himself under the Opera house? 4. Why does Christine agree to take lessons from the Voice? 5. Does anyone at the Opera house, except for Christine, ever see Erik? 6. Why does Erik kidnap Christine during the performance? 7. Who comes to rescue Christine? 8. Why does Christine agree to marry Erik? 9. What happens to Erik when Christine leaves him?

2d. Put the sentences in the correct order.

Model: 1–H.

A. Christine agrees to marry Erik and kisses him.
B. Christine and Raoul go away.
C. Christine and Raoul make friends.

D. Christine hears about the Angel of Music from her father.

E. Christine takes lessons from the Angel of Music.

F. Christine tells Raoul about Erik.

G. Christine's father dies.

H. Christine's mother dies.

I. Erik dies.

J. Erik kidnaps Christine.

G. Erik lets Christine go and marry Raoul.

K. Erik lets Christine go but he asks her to wear his ring.

L. Erik says that if Christine doesn't marry him, he'll destroy the opera house.

N. Erik takes Christine to live with him.

O. Paris loves Christine's beautiful voice.

P. Raoul and the Persian come to rescue Christine and get into trouble.

Q. Raoul promises to take Christine away.

3. Imagine you are Erik (Christine / Raoul) and retell the story to your classmate.

4. Watch "The Phantom of the Opera" on DVD or on TV or in an opera house and compare the story with the original.

UNIT 7

THERE'S NO LIFE WITHOUT BOOKS

Lesson 1. The huge world of books



1a. Discuss the questions with your partner.

What do you mostly read? Why do you read?

> **Help box.** books on (history), novels, stories, magazines, newspapers, instructions, TV guides, cookery books, recipes, information on the Internet, timetables
>
> for pleasure and enjoyment, for fun, for information, for learning how to make something, for doing homework, for telling somebody else, for getting good marks, for **relaxation**

1b. Compare your answers with another pair.

Model: We both read books on school subjects for knowledge. Masha prefers magazines for pleasure and relaxation, but I like reading the Internet for information.

1c. Report to the class about your group of four.

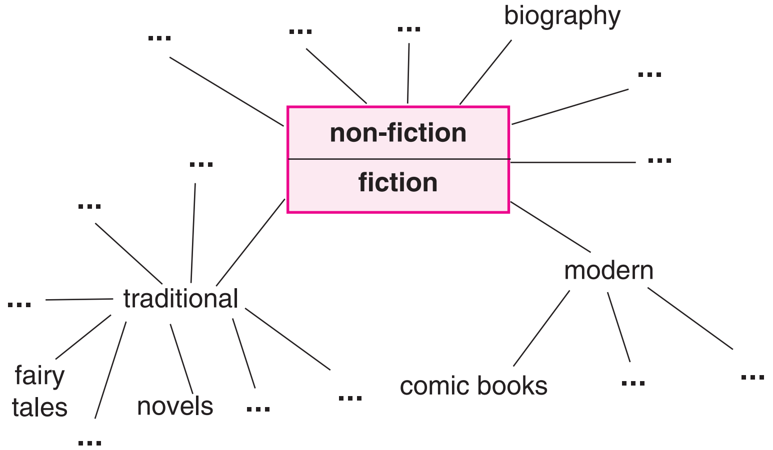
> **Help box.** Most students read ... More students prefer... to ... We most often read for... We seldom read for ...

1d. Decide with your class.

Can you live at least one day without books and reading?

2a. Read the definitions and complete the mind map for fiction and non-fiction. Use the words from the box below.

Fiction is a branch of literature which describes events that are not true at the time of writing. In contrast to this is **non-fiction**, which describes factual / real events.



fiction, traditional, modern, non-fiction, novels, **autobiographies** [ˌɔ:təʊbaɪˈɒgrəfɪz], legends, video games, **biographies** [baɪˈɒgrəfɪz], **travel writing**, short stories, **fables**, **essays** [ˈeseɪz], **folklore** [ˈfəʊkˌlɔ:], **fairy tales**, plays, **poetry** [ˈpəʊɪtrɪ], films, comic books / **comics**, **diaries** [ˈdaɪərɪ], letters

2b. In ex. 2a find a word matching each of the definitions.

1) a short piece of writing on a certain subject that is found in a book, magazine, or newspaper or written by a student; 2) traditional stories, sayings, and beliefs from a particular region; 3) a book that someone writes about someone else's life; 4) a written description of your day; 5) a book about your life that you write yourself; 6) a traditional children's story in which magic things happen; 7) a traditional story, usually about animals, that teaches a moral lesson.

2c. **Say which genres you prefer and why.**

Help box. exciting, interesting, boring, fascinating, great, fantastic, thrilling, touching, moving, amusing, clever, full of fun / humour / adventures / emotions / beauty / mystery (тайна, загадка),
about nature / animals / famous people / celebrities / historical events / love

3a. **Read and say fiction genres which you prefer and why.**

•historical •adventure •horror •thriller •detective •fantasy •mystery •romance [rəʊˈmæns] •science fiction

3b. **Read the following extracts and guess their genre.**

A. Ben sat up on the rocks. Everything was covered in white fog. He couldn't see Kitty. Soon he began to feel cold.

"We'd better go back, Kitty," he called.

Kitty didn't answer.

Ben climbed down to the foot of the rocks.

"Kitty!" he called. "Kitty. Where are you? Come on, Kitty. It's time to go."

Ben ran among the rocks and called her name. When the fog lifted he saw that he was alone. The only moving thing was a large, blue car going away from the rock over the moor. (*Diana Mitchener*)

B. At that moment, Yoshi knew in his heart that he never wanted to lose Sarah. Every day, he waited for her at the school gates to carry her bag for her. She would appear at the gate, see him, and smile her very special smile just for him. Sarah felt as if she had always known Yoshi. They often joked about this. And they would laugh and dream about the future, too. Of course they would go to the same university together, of course they would get married and live happily ever after... (*Charlyn Wessels and others*)

C. The forest was dark. Some of the plants were as long and wide as a man's body, and high above them were giant [dʒaɪənt] trees.

He walked downhill to a river, and when he climbed up the other side there was a break in the trees. From here he could see the rocky west side of the island.



From somewhere in the forest below he heard another deep cry. After a moment the cry was answered. The tops of the forest trees moved, and then it was silent again.

Levine walked down another hill and found another river. Something was moving in the grass. An animal the size of a mouse came out. Levine looked at it. Greenish skin without hair, large eyes, like a lizard [ˈlɪzəd] but ... Levine knew about this small animal from its bones, but now he was looking at a real, living dinosaur!

(*The Lost World. Jurassic Park.* Michael Crichton)

D. ***Mr Lamb:*** Good morning, sir.

Price: I'm from the police. My name's Price. Inspector Price.

Mr Lamb (*looking worried*): The police! I haven't done anything wrong, have I?

Price (*smiling*): I don't think so, Mr Lamb. But I've got to ask you a few questions.

Mr Lamb: Well, come into the office at the back of the shop.

(*Three Mystery Plays.* Donn Byrne)

3c. Discuss with your classmate why you think so.

> **Help box.** **A:** I think that this is a piece (урывак) of ... The main character saw that / knew that / understood that ... / found himself ... **B:** Yes, it's obvious (відавочна) that it's a piece of ... / No, I don't think so.

3d. Imagine you are on an uninhabited island and have only these books. What would you read first? Second? Last? Explain your choice. (Use the Help box in ex. 2c.)

4. Write for a forum "I enjoy reading ..." about your preferences in reading.

Lesson 2. What kind of reader are you?

1a. Schools around the UK celebrate World Book Day (23 April) with special events to try and encourage students to pick up a book and get reading. The BBC invited school students to take part in the following questionnaire. Do the test to see what kind of reader you are.

1. What section of the library is your favourite?
a) I don't go to the library.
b) Non-fiction.
c) Books on school subjects.
d) Traditional fiction.
e) Modern fiction.

2. About how many minutes do you read a day?
a) 5.
b) 10.
c) 30.
d) 60.
e) More.

3. What books do you buy for your home library?
a) Romance fiction.
b) Horror or thriller.
c) Detective fiction.
d) Adventure fiction.
e) Others.

4. When you hear about a new huge best-seller, what do you do?
a) Decide that you'll never read that book.
b) You wait for the movie version.
c) When people are talking about it at a party you say you have already read it.
d) You look up the review (агляд, рэцэнзія) to see if it's really any good or not.
e) You run out to your nearest bookshop to buy it.

a best-seller – a book selling best at the moment

5. How many books are you reading at the moment?
a) I only read one at a time.
b) I'm reading mostly newspapers and magazines right now, as I don't have time to get into a novel.

c) I'm reading a book for my school project.
d) I'm in the middle of a few non-fiction books and a novel.
e) I've lost track (збійся з ліку).

6. On a Saturday afternoon, you are most likely to be:
a) on a hike.
b) out with your friends.
c) watching TV.
d) on the sofa with a romance or detective novel.
e) reading a best-seller.

7. What would you prefer?
a) to listen to your classmate's retelling of the book.
b) to read the short version of the book on the Internet.
c) to quickly skim the book.
d) to read an e-book.
e) to read a book.

1b. Read the results of the test. Do you agree with them?

Non-reader (mostly answers a)

You always prefer to see the movie. Bookstores make you nervous and **bored**, so you avoid them. Your dominant idea is that books are **boring**, which isn't always true.

An Average Reader (mostly answers b)

You read to inform or entertain yourself, but you have other interests in your free time. Reading is also **amusing**, but you can easily be **amused** by lots of other things.

A Good Reader (mostly answers c)

You've read most classics (in school) and you have a favourite genre or two. You always try to find the time to get back to your book.

A Very Good Reader (mostly answers d)

Reading is not only amusing, **fascinating** and keeps you **fascinated**, interested and amused, it is also a huge source of information for you.

A Bookworm (mostly answers e)

All books are **interesting** for you. You feel **interested** whatever, whenever and wherever you read.

books are interesting – you feel interested

reading is fascinating – it keeps you fascinated

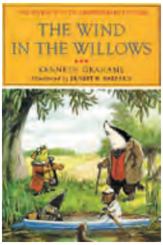
2a. Work in groups. Ask your classmates what kind of readers they are.

2b. Report the results to the class. Is your class a reading class?

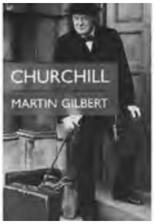
3. Read the book blurbs and choose one of the books. Explain your choice.

Factfile

A book blurb is a short description on the back of a book which gives an idea of what is inside the cover (вокладка).



1. Share in the adventures of Rat, Mole, Badger and the foolish Toad[1], in their lives on *The River*. Far from losing its attractiveness with time, Kenneth Grahame's classic tale of fantasy has enjoyed growing popularity in each generation.



2. Sir Winston Churchill certainly was a brilliant leader, who led Britain during World War II (1939 – 1945) and whom many people consider the savior [ˈseɪvjə] of the country. But to stop there is not to know the man at all. He was an outstanding Nobel Prize [nəʊˈbelˈpraɪz] winning writer, a painter and a talented orator who is still quoted today. If you read one book about him, make it this one. "Churchill: A Life", by Martin Gilbert.

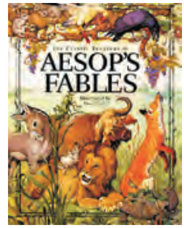
save (v) – savior (n)



3. Saira Khan, star of the hit BBC series *The Apprentice*, is brilliant at encouraging people to realize their abilities and talents. In her *P.U.S.H. for Success* she shares her secrets and offers advice on how to become successful.

---

[1] **Mole** – крот, **badger** – барсук, **toad** – жаба; [2] **apprentice** [əˈprentɪs] чаляднік



4. Here are not only the Tortoise and the Hare but a lot more amusing characters which have been entertaining and teaching people for thousands of years. The storyteller Aesop lived in ancient Greece, but his clever little stories are as instructional today as they were long ago.

4. How can teenagers be encouraged to read more? Read the tips (парады) and explain why you agree or disagree with them.

To encourage reading: teachers should give students tasks for reports, give them lists for summer reading, organise meetings with authors, organise class and school book fairs (кніжныя кірмашы), open a bookpage in your class wall newspapers, recommend to watch films based on books, let students decide what's interesting for them, not to tell them what to read.

5. Write your portrait "I am a reader". Would you like to change something in your attitude to books and reading?

Are you an intellectual reader? A non-fiction reader? A newspaper reader? A glossy (глянцавы) magazine reader? A fiction reader?

Lesson 3. Is poetry enjoyable?

1. Do you like poetry? Who is your favourite poet? Is poetry enjoyable? Why or why not?

2a. Rhyme and rhythm are typical of poetry. Read the limericks and discover the structure and the rhyming lines of limericks. Complete the sentences.

There was an Old Man of the North,
Who fell into a bowl of broth;
But a very good ...
Fished him out with a hook,
Which saved that Old Man of the North.



found	lost her	cook	Ness	York

There once was a lady of Gloucester [ˈglɒstə]
Whose parents thought they had ....
From the fridge came a sound
And at last she was ...
But the problem was how to defrost[1] her.





There was a young monster in ...
Which liked to eat soup with a fork.
People cried, "What a mess!
You must go to Loch ...!
We use forks to eat pork here in York."

found	lost her	cook	Ness	York

2b. Complete the Factfile about a limerick.

Factfile. A limerick is a piece of ... poetry which consists of ... The rhyming lines are ...

A limerick goes back to the 18th-century Ireland [ˈaɪələnd]. It was popularized in English by Edward Lear [lɪə] in the 19th century, although he did not use the term.

Grammar focus: Relative pronouns

1. There was an Old Man of the North. 2. **He** fell into a bowl of broth. = There was an Old Man of the North **who** fell into a bowl of broth.

Old Man = he = who

Who, whose, whom – for people. Also: I don't like books whose characters are aggressive.

Which – for objects and ideas.

[1] **defrost** размарозіць

3a. Remember the poems you have read in this book. How can you characterize them?

> **Help box.** *The poem **which** is called .... is full of ...* humour / love and romance / excitement / amusement / fun / horror / mysteries / discoveries / adventures / action / events / sentiment / aggression / fights / deaths / life / optimism / enthusiasm / pessimism.
> *The author **who** wrote about ...* draws the picture of / loves / enjoys / describes / encourages interest in / is happy that ... / is sad that ...

3b. Remember any poem you have read and tell your classmates about it.

3c. Can poetry be enjoyable? Which statements do you agree with? Decide with your class.

¤Rhyme and rhythm make poetry sound like music. ¤Poetry is beautiful because poets choose the best words. ¤Prose is better than poetry because it includes a wide range of genres.

4. Speak about your likes or dislikes in books.

> **Help box.** *I prefer / don't mind books which are full of ...*
> *I also like / don't like books whose characters are ...*
> humorous / mysterious / adventurous / aggressive / horrible
> funny / enjoyable
> romantic / optimistic / pessimistic / enthusiastic / fantastic / realistic
> actionless / eventless / lifeless
> amusing / touching / moving / boring / interesting / depressing / exciting / fascinating
> *Such books make me feel* amused / touched ...

5. Read about Belarusian literature and fill in *who, whose, whom, which.*

Belarusian literature is full of great authors **who** occupy a high position in the world. It covers a lot of genres, ... are found

in the world literature. First of all, we should remember the names of our outstanding national writers Yanka Kupala and Yakub Kolas, ... created new Belarusian literature and ... names are at the top of the list of Belarusian writers.

Children and teenagers will be attracted by adventure and science fiction stories by Yanka Maur, ... were written quite a long time ago, but ... have not lost their attractiveness for the reader. Do you remember his "Palesse Robinsons"[1] or "In the country of the Paradise Bird"[2]? We enjoy the poems ... were written by Adam Mitskevich and Maxim Bagdanovich. Vasil Bykau's stories and novels, ... we know as the author of war prose, are simply unforgettable. And the fables, ... were created by K. Krapiva, are as clever as those by Aesop [ˈi:səp]. This list is really long: Alyaxei Dudarau, Ivan Melezh ...

6. Write about the Belarusian authors you know. Use *who, whose, whom, which.*

Help box. 1. ... is the author, ... is famous for his book ... 2. It is a story, ... tells us about ... 3. The main character, ... name is ..., lives in the country / city / town / place which is .... 4. He / she has got a friend / family ... 5. One day he / she ... 6. It happens so that ... 7. In the end the main character ... which is great / sad / lucky / happy.

Lesson 4. They have stood the test of time

1a. Read the title of the lesson and guess what you are going to read and speak about.

1b. Is it necessary to study classical literature at school? Do you enjoy reading it? Who is your favourite author?

2a. Who wrote these books? Look through the texts and decide which author you would like to read about.

---

[1] «Палескія Рабінзоны» (1929); [2] «У краіне райскай птушкі» (1926)

2b. Choose a text (A–D) to read about the writer. Make notes to tell your classmates about him / her:

> **Help box.** when he / she was born; where he / she lived; his / her family and education; when and where he / she started writing; his / her famous books; what impressed (впечатлило) you about the author.

playwright – an author who writes plays



A. Nearly 450 years after his death **William Shakespeare**, a famous playwright, continues to be the greatest writer in the English language. He was born in Stratford-upon-Avon in 1564. His father sold gloves and became an important person in the town. William, one of eight children, was the eldest son, and educated at the local grammar school. He married when he was only 18 and his wife, Anne Hathaway [ˈænˈhæθəweɪ], was eight years older than him. They had two girls and a boy who died at the age of 11.

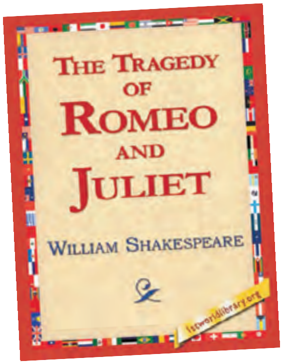
Nobody knows how Shakespeare began to write, or when he entered the theatre. But we know that he left his family and moved to London shortly after his marriage [ˈmærɪdʒ] to start acting career. By 1592 he became a leading playwright. He worked in the theatre troupe which was so popular, that King James I gave it the right to perform at his court [kɔ:t], and it became known as 'The King's Men'.

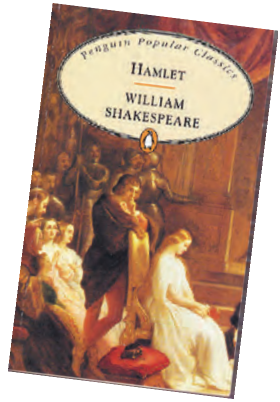
Shakespeare wrote 37 plays, including "Hamlet", "King Lear", "Othello", "Romeo and Juliet", "Macbeth", "Much Ado about Nothing", and many others. His plays made it the most important theatre company in the country. He also wrote poems and sonnets.

In 1610 he returned to his native town of Stratford-upon-Avon. His life was much quieter there. He was very successful and rich in his time. He had a big house and owned[1] a lot of land

---

[1] **owned** [əʊnd] валодаў





and he part-owned two theatres in London, where his plays were regularly performed.

However this historical figure is still surrounded by mystery. Some critics doubt[1] whether he wrote the plays at all. They argue that for a literary genius [ˈdʒi:niəs] his education and life experiences were very limited (абмежаваны) – he was not a widely travelled author.

But a recently published book by James Shapiro proves that the plays are Shakespeare's own, though many of his later plays were co-written.

co = together with

The fact is that Shakespeare's plays are still popular today and performed in lots of theatres round the world.

B. Arthur Conan Doyle [ˌɑ:θəˈkonənˈdɔɪl] was born on 22 May 1859 in Edinburgh, Scotland, to a father of Irish origin, Charles Altamont Doyle, and an Irish mother, Mary Foley.

Conan Doyle was sent to the Roman Catholic Jesuit school, Stonyhurst, at the age of nine and then continued at Stonyhurst College.

From 1876 to 1881, he studied medicine at the University of Edinburgh. In 1885 he became a doctor of medicine[2].

Several times from 1891 to 1892 Conan Doyle tried to open a medical practice, first in Plymouth [ˈplɪməθ], then in Portsmouth [ˈpɔ:tsməθ] and finally in London. Business was

---

[1] **doubt** [daʊt] сумнявацца; [2] **a doctor of medicine** – вучоная ступень «доктар медыцыны»



never very successful and he had a lot of free time to discover a range of other talents and interests. He joined football, bowling, political, literary and cricket clubs and began writing stories again. His first story appeared in Edinburgh before he was twenty.

He was married twice – in 1885 and then in 1907 after his first wife's death, and had five children in these two marriages.

His first notable literary creation, called "A Study in Scarlet", appeared in 1887. It introduced Sherlock Holmes and his friend Dr. Watson [ˈwɒtsən] for the first time.

In 1892, the first out of five collections of Sherlock Holmes stories was published. In 1893, the year of his father's death, Doyle decided to kill Sherlock Holmes and did so in December that year. He wanted to be remembered for his historical novels rather than his detective. But the government and public wanted to see Sherlock Holmes back to life, so a story about Sherlock Holmes's secret mission for the government during a time of war appeared in 1903. 1917 was the last year a Sherlock Holmes story was published.

By 1920, Sir Arthur Conan Doyle had become one of the highest paid writers in the world. But after the death of his son Kingsley, his brother Innes and other close relatives shortly after World War I and his mother's death in 1921 Doyle was in deep depression. He found comfort in spiritualism, which tried to find proof of life after death. On 7 July 1930, Sir Arthur Conan Doyle died from heart disease.

As an author, he wrote plays, verse, memoirs [ˈmemwɑ:z], short stories, historical novels ("The Lost World"), and supernatural fiction. But he will be mostly remembered as the creator of one of the greatest literary detectives ever to live.

C. Joanne Rowling [dʒəʊˈænˈrəʊliŋ], author of the best-selling Harry Potter series of books, was born on 31 July, the same day as her famous boy-wizard hero. The family, including her parents and younger sister Di, lived near Bristol, in southwest England. Her father worked on airplane engines for Rolls Royce.



Joanne – called Jo by her family and friends – did well at school, and was the top girl in her class. Her favourite subjects were English and foreign languages. After finishing public school with top honours[1] in English, French, and German, Rowling went on to study French at the University of Exeter [ˈeksɪtə]. She graduated from the university in 1986 and over the next few years worked as a secretary in different firms.

What she really wanted to do, however, was to write. Rowling wrote her first story, "Rabbit", at the age of five or six. Later, she tried her hand at writing novels, but she had never finished writing any novel before she wrote the Harry Potter books. It was during the difficult time when she came back to Britain with a baby daughter after her unsuccessful marriage in Portugal.

Following its publication in Britain in June 1997, "Harry Potter and the Philosopher's Stone" quickly became a hit with children and adults alike and won numerous awards[2]. The Harry Potter series includes seven books – one book for every year that Harry spends at Hogwarts. In 2000, the 35-year-old author became the highest-earning woman in Britain. She received an OBE (Order of the British Empire [ˈempaɪə]), a medal awarded by the queen, in March 2001. At the end of that same year, she married her second husband, and in 2003 and 2005 gave birth to a boy and a girl.

In 2008 she was named the 12th richest person in Britain. Rowling's books have been translated into more than 60 languages, and more than 300 million copies have been sold around the world. The first four books have been made into films, and all four are among the top twenty highest-grossing films of all time. In February 2004, Forbes magazine named her as the first person ever to become a billionaire[ˌbɪljəˈneə] from writing books.

---

[1] **with top honours** [ˈɔ:nəz] з адзнакай; [2] **awards** [əˈwɔ:dz] узнагароды



D. Uladzimir Karatkevich (November 26, 1930 – July 25, 1984) is an extremely talented Belarusian author who was born in 1930 in Orsha, Vitsebsk region. In 1954 he graduated from the Philological Department of Kiev University and taught first in a village school in the Kiev region of Ukraine and then in his home town, Orsha. Later, he completed a literature (1960) and then cinematography (1962) course in Moscow. Literature became his main occupation. His first published work was a poem which appeared in 1951, and was later followed by three collections of verse. Ul. Karatkevich also wrote a number of novels, including "The Dark Castle Olshansky" and "The Wild Hunt of King Stakh" ("Дзікае паляванне караля Стаха", 1964), as well as plays, essays, articles, screenplays for films, and some very interesting detective and adventure stories. He is a winner of several national literary awards.

This is how a lot of people could describe their first experience of reading Karatkevich:

"I was 15 or 16 years old. I unfolded the book by Uladzimir Karatkevich with the first part of "The Ears of Rye under Thy Sickle" («Каласы пад сярпом тваім»). It was absolutely fascinating! When I opened the book it was difficult to close it. I lost track of time and came back to reality only when I had finished the book. I was always looking forward to reading books by Ul. Karatkevich. It's like today's children look forward to reading another Harry Potter book."

Karatkevich has a lot to offer. His literary works are full of romanticism, rich imagination and emotions. They encourage love and respect to our motherland.

2c. In groups of four exchange the information about the authors. Have you read any books by these authors?

3. Write 10 – 15 sentences about your favourite author.

Lesson 5. An interview with an author

1. **Read the factfiles and speak about the Belarusian dramatist.**

Factfile



Andrei Kureichyk, born 14 February, 1980 in Kiev. A playright, a scriptwriter (сцэнарыст), an actor, a journalist, a TV editor, the author of 22 plays staged in Moscow, Kiev, St Petersburg, Minsk, a winner and laureate [ˈlɔ:rɪət] of dramatist [ˈdræmətɪst] competitions – his play 'The Sky' was one of the best in the European dramatist competition "Janus" and was shown in the theatres of the USA, England, Austria, Poland; the author of several screenplays (сцэнарыі) including "Love-carrot".

2a. **Write the questions which the journalist asked Andrei Kureichyk.**

1. you / Did / becoming / a dramatist / in your / dream of / childhood? 2. was / favourite / your / subject / at school / What? 3. education / What's / your? 4. begin / did / you / writing / How / plays? 5. your / What / are / writers / favourite? 6. are / What / music / preferences / your / in? 7. What / favourite / your / are / films? 8. would / Where / you / to live / like? 9. What's / for you / family? 10. work / What's / for you? 11. prefer / kind of / rest / What / do / you? 12. for / What's / you / happiness?

2b. **What do you think the author's answer to the first four questions are? Discuss in pairs and inform the class.**

2c. **Listen and check. Whose predictions are the most correct ones?**

2d. **Listen again and take down notes to answer the questions.**

2e. **Answer the questions in groups of three. Compare with the rest of the class.**

3. **Act out the interview with A. Kureichyk in pairs.**

4. **Role play. You became a celebrity in twenty years' time after school (decide in what sphere [sfɪə]). You have an interview. Answer the reporter's questions (ex. 2a).**

5. **Write 10 questions you would like to ask a modern Belarusian writer.**

Lesson 6. Take part in a book fair

1. **What's the best book you have ever read? What's the best book you have read recently? Which book would you like to recommend to your friends and classmates?**

2. **One of the best ways to recommend a book is to write a book review. Read how to write a book review and put its parts in a logical order.**

Model: 1 – B

A ***Body*** describes the main parts of a story: theme, plot, setting, characters and your opinions about the book.

B **A book review** describes, analyses and evaluates[1]. It includes an opinion and a recommendation and is addressed to a future reader. It is usually made up of the following parts: introduction, body and conclusion.

C *The theme* is the main idea of the story. Write what you think the theme is and how you know.

D ***Introduction*** gives information about the title, author and genre of the book. You could write what kind of story it is (exciting / interesting / scary).

E *The setting* is the time and place of the story. Think about these questions: Is it set a long time ago or now? Does it take place in another country or in an imaginary place? How much time passes in the story – a day? a year? a lifetime?

F *The characters* are who the story is about. The main character is called the protagonist. Who are the other important characters? Do they help or hinder (замінаюць) the protagonist?

G *The plot* is what happens. You ought to write what the story is mostly about, but you ought not to re-tell the whole story in detail. What is the main event or conflict [ˈkɒnflɪkt]? What things lead up to it? What happens as a result [rɪˈz lt]? You

[1] **evaluates** [ɪˈvæljʊeɪts] ацэньвае

should avoid telling the ending, or giving away the secrets of the story.

H *Conclusion* is just one or two most important things that you want other people to know about the book.

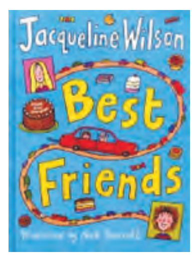
I *Opinions* give your thoughts and evaluation of the book. Some questions you might want to answer are:
Did you like the story? Why or why not? What was the best part of the book? Why? How did the story make you feel? What new things did you learn from this book? Who would you recommend it to?

3a. Read the review of the book "Best Friends" by Jacqueline Wilson and point out parts of this review.



"Best Friends" is the latest book by Jacqueline Wilson, who is the author of more than eighty works, including award-winning books "The Suitcase Kid", "The Lottie Project", "Bad Girls", "The Story of Tracy Beaker", "Vicky Angel" and the "Girls" quartet. Besides, she has recently become the author with the most books borrowed from the library.

"Best Friends" is about a little girl called Gemma. She's a tomboy[1], always getting into trouble and annoying adults – but she's actually a lovely, real, believable child whom you can't but like. Her best friend is Alice, though [ðəʊ] they are completely the opposite. Alice is very girly with her dolls, ballet classes and pretty party dresses.



They have been friends all their lives as they were born in the same hospital on the same day. They have celebrated all their birthdays together and always been best friends, hoping it will be so forever.

But then Alice's father gets a new job and they have to move house. The girls hate the idea of being separated, so they make up a plan to run away together. But what happens then? You'll have to read the book yourself to learn it.

"Best Friends" examines the ending of one friendship and the beginning of a new one. But the author does not only exam-

---

[1] **tomboy** [ˈtɒmbɔɪ] дзяўчынка-гарэза

ine the main characters. We also discover the relationships[1] between children and their parents. Sometimes Gemma and Alice believe their parents are being unkind, but they also understand how helpful, kind and loving they are. We can also see the relationships between children and their grandparents. All of these are described in a realistic and believable way, where love is placed at the top, which is a great positive message for readers.

Overall, the book is really fascinating, enjoyable and encouraging. The characters are so realistic that you are transported [trænsˈpɔ:tɪd] into their world and become part of it. It's an excellent read.

Though it is more of a girly book than one for boys, everyone, including girls, boys and grown-ups, will find something interesting for themselves. Once (= when) they start reading it they will end up swallowing[2] a hundred pages at one sitting and only stopping because it's late at night.

read (v) – read (n)

3b. Would you like to read the book? Why?

3c. Analyse the language of the book review: Which verb tenses are used in each part of the review? Why?

NB: The Present Simple Tense is usually used for retelling the plot of a book.

3d. From each part of the review write out beautiful words, word combinations or sentences which you can use in your own book review.

4. Do the the class project "Book fair".

1. Choose a book you would like to recommend to your classmates.
2. Write a review of this book, following the plan and using the language you need.
3. Practise its presentation at home.
4. Bring the book to the class Book Fair and present it. How many of your classmates would like to read it?

---

[1] **relationships** [rɪˈleɪʃ(ə)nʃɪps] адносіны; [2] **swallowing** [ˈswɒləʊɪŋ] глытаючы

Lesson 7. The Secret Diary of Adrian Mole

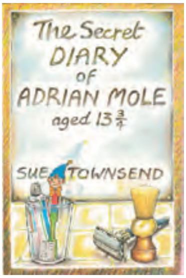
1. Read the factfile. What helped Sue Townsend to create a very popular character?

Factfile



Sue Townsend (born in 1946 in Leicester [ˈlestə]) has written a range of novels and plays, but will be best known for her character Adrian Mole, who quickly became a national treasure, along with his author and creator. Adrian Mole, born April 2, 1967, is one of Britain's most beloved fictional characters, who first appeared in a BBC Radio 4 play in 1982. Today Adrian Mole is the central character and the narrator of one of the longest sagas in British literature, including nine books, which picture the British life from the 1980s to the late 1990s. The books written in the form of a diary were translated into 34 languages and were adopted for radio plays, three TV series, a musical and theatrical plays, performed in many countries.

2. Read the extract from the diary and speak about Adrian's family.



Thursday January 1st
Bank Holiday in England, Ireland, Scotland and Wales

1. I will help the blind across the road. 2. I will hang my trousers up. 3. I will not start smoking. 4. I will be kind to the dog. 5. I will help the poor and ignorant.

the blind = people who cannot see

the ignorant = people who know nothing or little

Eight days have gone by since Christmas Day but my mother still hasn't worn the green lurex [ˈljʊəreks] apron I bought her for Christmas!

Friday January 2nd
Bank Holiday in Scotland. Full Moon

The dog got its own back on my father. It jumped up and knocked down his model ship, then ran into the garden with the rigging[1] tangled in its feet. My father kept saying, "Three months' work wasted", over and over again.

Saturday January 3rd

I shall go mad through lack (няхватка) of sleep! My father has banned (забараніў) the dog from the house so it barked outside my window all night. Just my luck! My father shouted a swear-word [sweə] at it. If he's not careful he will be arrested by the police for obscene[2] language.

She still hasn't worn the lurex apron.

I will be glad to get back to school.

Sunday January 4th
Second after Christmas

My father has got the flu[3]. I'm not surprised with the diet [daɪət] we get. My mother went out in the rain to get him a vitamin C drink, but as I told her, "It's too late now". It's a miracle (цуд) we don't get scurvy (цынга).

The dog has run off because my mother didn't close the gate (калитка). I have broken the arm on the stereo. Nobody knows yet, and with a bit of luck my father will be ill for a long time. He is the only one who uses it apart from me. No sign of the apron.

sign (n) – знак   sign (v) – падпісаць(-ца); запісацца

Monday January 5th

The dog hasn't come back yet. It is quiet without it. My mother rang the police and gave a description of the dog. She made it sound worse than it actually is: straggly hair (валасы пасмамі) over its eyes and all that. I really think the police have got better things to do than look for dogs, such as catching murderers. I told my mother this but she still rang them. Serve her right[4] if she was murdered because of the dog.

---

[1] **rigging** ніткі і вяроўкі для мацавання мачтаў і ветразяў; [2] **obscene** [əbˈsi:n] непрыстойны; [3] **flu** [flu:] грып; [4] **Serve her right** так ёй і трэба

My father is still lazing about in bed. He says he is ill, but I saw he is still smoking!

lazy (adj) – lazy about (v)

Nigel came round (зайшоў у госці) today. He has got a tan (загар) from his Christmas holiday. I think Nigel will be ill soon from the shock of the cold in England. I think Nigel's parents were wrong to take him abroad.

(after Sue Townsend)

3. Read again and answer: When did it happen?

1. The dog ran away. 2. He wrote his New Year resolutions. 3. Nigel came round. 4. His father got the flu. 5. His mother rang the police and gave a description of the dog. 6. The dog broke his father's model ship. 7. His mother went out in the rain to get his father a vitamin C drink. 8. The dog barked outside his window all night.

4. What can you say about the relationships in this family? What do you think about Adrian?

5. Which customs, holidays and traditions are mentioned in the story? What do you remember about them?

6. Report Adrian's diary entry for January 1, using the rule of the Sequence of Tenses. Begin with "On January 1st he wrote that ...".

UNIT 8

CINEMA

Lesson 1. Is cinema still important?



1. **Look at the picture. What do you think this is? What comes to your mind when you hear the word "cinema"?**

2a. **Is cinema important today? What role does it play in your life? Can people live without cinema today?**

2b. **Conduct a survey. Interview your classmates. Use the questions below.**



1. Do you like going to the cinema? 2. How often do you go to the cinema? 3. When was the last time you went to the cinema? 4. What's your favourite film? 5. Who's your favourite actor / actress? 6. What's the most popular film in your country? 7. Do you prefer watching TV or going to the cinema? 8. Do you like going to the cinema with your parents or friends?

2c. **Report the results of your survey.**

Model: Alex likes going to the cinema. He doesn't often go to the cinema. The last time he went to the cinema was 3 weeks ago.

verb + **tion** = noun
inform – information educate – education relax – relaxation educate – education invent – invention

verb + **ment** = noun
entertain – entertainment amuse – amusement enjoy – enjoyment

3a. Here is what some teenagers think about cinema. Look through the opinions and say if they are different from yours. Who do you agree with?

a) In my opinion cinema is one of the most important and effective forms of art nowadays. It doesn't only entertain[1] us, it educates us and it moves our feelings. It takes us to another world, another reality.

b) Cinema was really popular last century. Today is the time of TV and the Internet. They take the biggest part of our time and interests. Cinema is the art of yesterday.

c) Cinema is international. It unites people of different nationalities and religions [rɪˈlɪdʒ(ə)nz]. It helps to understand each other better.

d) I'm fond of cinema because it's always different, so everyone can find something for themselves. It was invented only a century ago but today it has become the most popular entertainment all over the world.

e) I'm a cinemagoer. Well... I like watching films on TV, too. But TV films are different. They are usually for one country. Films made for cinema shows soon become international. In this way cinema helps us to learn about different countries, cultures and peoples.

people – людзі   peoples – народы

f) To me, going to the cinema is the best relaxation. I'm sure that cinema makes our life better. It helps to forget about everyday problems. When we watch films we have a rest.

3b. Summarise the opinions. Use the highlighted expressions.

4a. Answer the questions about the history of cinema.

When did it begin? Who invented it? What do you know about the first films? Are the first films different from the films of today?

4b. Read the text and check your answers.

Cinema was born at the end of the nineteenth cinema. It began with the invention of the camera. The first films were

---

[1] **entertain** [ˈentəteɪn] забаўляць



short, sometimes only a few minutes. They were shown in different places like clubs, shops, and music halls. For the first thirty years of their history, movies were silent [ˈsaɪlənt]. The first sound films appeared in 1928. In fact, several people may be called the inventors of the cinema, but the Frenchmen the Lumiere [ˈlu:miə] brothers were the first to present moving pictures to a group of paying people and that is why they are called the fathers of the modern cinema. Today's cinema is full of superb colour and fantastic sound and computer effects.

4c. Act out a talk of a journalist (student A) with a cinema historian (student B). Use the questions from ex. 4b.

5a. Is cinema still important today? Discuss in pairs. Use the following clues:

the history of cinema, the role of cinema in people's lives, cinema and other kinds of entertainment, advantages and disadvantages of cinema, cinema in your life.

5b. Write your answers to the questions in ex. 5a.

Lesson 2. Film reviews are very helpful

1. Discuss with your class.

How often do you go to the cinema? How do you choose a film to see? With whom do you like going to the cinema? Why?

2a. Natalie has nothing special to do tonight. She wants to go to the cinema and decides to invite Alesya. Listen to the dialogue and say which phrases from the help box Natalie and Alesya used.

tonight – сёння ўвечары

fancy + gerund (in questions) = Would you like to...?
mind [maɪnd] + gerund (in negative sentences and questions) = не супраць...

Help box. A: Let's go to the cinema. How about going to the cinema? Do you **fancy going** to the cinema? **(**= Would you like to go to the cinema?**)** Do you **mind** (не супраць) **going** to the cinema? Why don't we go to the cinema? – **B:** That's a good idea! Why not? Great! Let's go. Not today. Maybe next week?

2b. **Act out their talk.**

3a. **The girls have decided to look through the film reviews. Scan them and say which film is**

•newer •longer •an action film •directed by J. Cameron •in English •about aliens •with J. Depp



3D **Alice in Wonderland**

Genre: Family film
Film running length: 108 min
UK **release** [rɪˈliːs] date: 5 / 3 / 2010
Directed by: Tim Burton
Country: The United States
Language: English

Who's in it?
Mia Wasikowska, Johnny Depp, Anne Hathaway
What's the **plot**?
When Alice returns to the world she visited as a young girl, she meets some of the most **fantastical, charismatic** [ˌkærɪzˈmætɪk] characters ever **created** [krɪˈeɪtɪd]. Prepare to see the White Rabbit, Tweedledee and Tweedledum, the Cheshire [ˈtʃeʃə] Cat and the Mad Hatter as you've never seen them before.

Avatar [ˈævəˈtɑː]
Genre: Action, Adventure, Science Fiction
Film running length: 162 min
UK release date: 17 / 12 / 2009
Directed by: James Cameron
Country: the United States
Language: English

Who's in it?
Sam Worthington [ˈwɜ:ðɪŋtən], Zoe [ˈzəʊɪ] Saldana, Michelle Rodriguez [mɪˈʃel rəˈdri:gəz]
What's the plot?
"Avatar" tells the story of an ex-soldier who finds himself in a war-zone on an alien planet. Now he must fight for the **survival** of himself and his new friends. 'Avatar' uses the latest technology to show a **spectacular** alien world.



ex-soldier, used to be a soldier, but not any longer (ex-president, ex-champion).

verb – noun
direct – director   invent – inventor   survive – survival
create – creation   guide – guidance

3b. Match the words with their definitions.

1. plot, **2.** alien, **3.** director, **4.** spectacular, **5.** fantastical, **6.** survival

a. somebody from another world, **b.** the state of continuing to live **c.** a story of a film, **d.** a person who tells the actors what to do **e.** strange, **f.** very beautiful

3c. Which film do you think the girls have chosen? Why? Which film would you choose? Explain your answer.

I'd choose ... because ... .   Besides ... .

4a. Read and match the sentences to make up a dialogue – invitation to the cinema.

Student A

1. Why don't we meet at seven o'clock? The film starts at half past 7. **2.** What kind of film is it? Sounds like an adventure film. **3.** All right! We'll go there, then. **4.** How about meeting at my place? **5.** See you. **6.** Hi John! It's Mary here. Do you fancy going to the cinema tonight? **7.** Great! Where shall we go?

Student B

A. Well... I hear "Pirates of the Caribbean" [ˈpaɪrəts əv ðə ˌkærɪˈbɪən] is on at the Odeon [ˈəʊdjən]. It's a fantastic film. **B.** Hi Mary. That's a good idea. I don't mind going. **C.** Yes. Newspapers say it's a brilliant romantic film with an interesting plot. **D.** OK. See you there. **E.** What time shall we meet? **F.** That's fine. Where shall we meet? **G.** Bye.

4b. **Listen and check.**

4c. Choose a role and act out a similar dialogue, inviting your friend to watch a film (see ex. 3).

5. Write a review of the film you would advise to watch. Use the following clues:

its genre;
length;
when it was made;
who the director of the film is;
who the leading actors are;
what the plot of the film is.

Lesson 3. What's good or bad about going to the cinema?

1a. Discuss with your class.

What genres of films do you like watching? What genres are more popular with children, teenagers, the young, the old, men, women?

1b. Match these films to their type and add examples of your own.

1. Love and Pigeons (Каханне і галубы). **2.** Indiana Jones and the Last Crusade [kruːˈseɪd]. **3.** In June, 1941. **4.** The Adventures of Buffalo [ˈbʌfələʊ] Bill. **5.** American Pie. **6.** Vampire [ˈvæmpaɪə] in Brooklyn. **7.** The Time Machine. **8.** Die Hard (Моцны арэшак)

A. a war film, **B.** a western, **C.** a comedy, **D.** an adventure film, **E.** a horror movie, **F.** a romantic film, **G.** science fiction, **H.** an action film

a film = a movie = a picture

2a. **Here is what teenagers think of some kinds of films. Look through the ideas and say if you agree with them. Try to guess the meaning of the words in bold.**



I **can't stand** horror films. They are all frightening and scary. They make me feel afraid. Besides, most of them are just silly.



I **adore** [əˈdɔː] (love very much) romantic films because they are **relaxing**. Their story is usually touching and beautiful.



Personally I'm **crazy about** action films. Sometimes they are too **violent** [ˈvaɪəlnt] but I like films with a lot of fighting. They are always **breathtaking** [ˈbreθteɪkɪŋ] and cool.



Adventure films is the genre I like most. They are so **gripping** that they make me forget about the world. They usually show fantastic characters with strong personalities.



Comedies are always **catching** and amusing. They're fun! I enjoy them greatly.

2b. **Match the words in bold with their translation.**

1. can't stand smth, **2.** adore smth, **3.** relaxing, **4.** be crazy about smth, **5.** violent, **6.** breathtaking, **7.** gripping, **8.** catching

A. вельмі любіць, абажаць што-н. / каго-н.; **B.** захапляльны, займальны, дзіўны (3); **C.** не пераносіць, не цярпець чаго-н.; **D.** для адпачынку; **E.** бязлітасны, жорсткі; **F.** быць у захапленні ад чаго-н.

2c. **Use the vocabulary to speak about the films you've watched this week.**

2d. **Which genre of films do you like most? Why? Work in pairs.**

3a. **What's pleasant (or unpleasant) about going to the cinema? Look through the ideas below. Copy the table and put them into categories given. Add the ideas of your own.**

The seats are comfortable, somebody is giggling (хіхікаць) all the time, a good company, somebody near you is always

speaking on the phone, the weather is bad, it is noisy, expensive tickets, special atmosphere, the film is gripping and exciting, somebody big is sitting in front of you, it is not easy to buy tickets, the screen is big, the plot of the film is breathtaking, the time is not convenient, you are late, the film is boring and dull.

What's pleasant about going to the cinema?	What's unpleasant about going to the cinema?
...	...

3b. **Last week John and Mary decided to go to the cinema and watch "Pirates of the Caribbean". But, unfortunately, it wasn't successful. Listen and tick the problems they had (see ex. 3a).**

3c. **Work in pairs. Imagine you are John (or Mary). Tell your partner what happened at the cinema. What do you think was the worst part of the story?**

3d. **What happened when you last went to the cinema? Did you like it? Was it a success?**

4a. **Read the beginning of the story. Use the verbs in brackets in Past Simple or Past Continuous. Then listen and check.**

Grammar aid: Past Simple or Past Continuous?

Mary **was reading** a book when the phone **rang**.
The Past Continuous means a long action in progress; the Past Simple means a short action.

Mary (*to read*) a book when the phone (*to ring*). A few minutes later she was outside. The sun (*to shine*) and the birds (*to sing*) as Mary (*to go*) to the cinema. She (*to smile*) because she (*to know*) that she (*to be going*) to see a fantastic film. Mary (*to enjoy*) watching movies, especially (асабліва) if something catching (*to be*) on. Suddenly she (*to hear*) a strange noise behind her back. She (*to turn*) around. Someone (*to stand*) behind her...

4b. **Think of the continuation of the story. Write the whole story.**

5. **Work in pairs. Imagine that your partner went out last night. Ask him or her questions to find out:**

what film he / she saw; what genre of film it was; what genres he / she adores or can't stand; how much the ticket cost; how he / she felt about the film; what he / she did after the film; why the night out was or was not a success.

What / Why did ... V ...?

6. Play a game. Imagine: yesterday you went to the cinema. Make up a story. Begin your sentence with *fortunately* or *unfortunately*.

Student 1: Fortunately, my best friend agreed to go with me.
Student 2: Unfortunately, the weather was bad.
Student 3: Fortunately...
Student 4: Unfortunately...

Lesson 4. An interview with a film star

1a. Play a champion game. How many famous actors / actresses do you know?

1b. Read the factfile about Hugh [hju:] **Jackman, then close your books and discuss it. Who remembers more? What else do you know?**

Factfile



Hugh Jackman is an Australian actor and producer who became famous by playing the superhero Wolverine[1] in the X-Men series. He is also well known for his role as Van Helsing and romance characters. Besides he is a singer, dancer and actor in musicals.

2a. Look through the questions journalists asked Hugh Jackman. How do you think he answered them?

1. What film have you enjoyed acting in the most and why? 2. What do you do in your free time? 3. What do you look for in a script? 4. What are your future plans? 5. What helped you to

[1] **wolverine** [ˈwʊlv(ə)ri:n] расамаха

be a success? 6. Is there anything you would like to change in your life?

2b. Look at the answers below. They are not in the same order as the questions. Match the answers with the questions.

a. First of all it's hard work. Secondly, in our business it's really important to be in the right place at the right time and finally, it's luck.

b. Sure. I'd love to spend more time with my friends. And, you know, I'm tired of paparazzi. Sometimes I think there's nowhere to hide from them.

c. The first thing you are looking for is a story. It's very important. People can't stand films with a boring plot. So I always look for gripping stories. Besides, characters interest me, too.

d. I've really enjoyed them all. The film I like best is always the one I'm working on now or the next one. I believe one must love what he or she is doing.

e. I will be filming "Wolverine 2" in Japan and I'm thinking of playing in a new film version of the Andrew Lloyd Webber musical "Sunset Boulevard [ˈbuːləvɑːd]".

f. I love spending time with my nearest and dearest. Besides, I'm interested in many sports. In high school, I played rugby and cricket, did swimming and took part in high jumping. Now I enjoy basketball and kayaking[1]. Moreover, I play the piano and do yoga every day.

2c. Read the sentences about Hugh Jackman and write true or false. Give reasons for your answers.

Hugh Jackman

1) is an American singer, actor and dancer; 2) is planning to play in a thriller "Sunset Boulevard"; 3) became popular after playing in "Wolverine"; 4) likes all the films he has acted in; 5) thinks that to be a success you must work a lot; 6) is fond of high jumping now.

---

[1] **kayaking [ˈkaɪækɪŋ]** веславанне на байдарках

3. **Imagine you are a newspaper reporter, summarise all the information about Hugh Jackman and write a newspaper article about him. Think of a headline for the article.**

4a. **Imagine you are interviewing a famous film star. Work in groups and make a list of questions you would ask him / her. What answers do you think he / she would give?**

4b. **Act out the interview.**

Lesson 5. Cinema celebrities



1a. **The actor in the photo is Johnny Depp. What do you know about him? In what films did he act? Do you like his manner of acting?**

1b. **Read the text about Johnny Depp and complete it with the verbs in the correct form. Listen and check.**

want, get, leave, get, play, appear, be, make, open

Johnny Depp was born on June 9, 1963. He ... school at the age of 15 because he ... to become a rock musician. Johnny ... into acting after a visit to Los Angeles where he had met Nicolas Cage. The future star ... his film debut [ˈdeɪbjuː] in 1984. After this he ... many characters and ... in different films but ... famous for many years until he ... his present image of **charming** Captain Jack Sparrow in "Pirates of the Caribbean" in 2003. The film's **enormous** [ɪˈnɔːməs] success ... doors for his career and even an Oscar nomination. Johnny Depp is perhaps one of the most successful actors in Hollywood today.

charming = very attractive

enormous = huge

1c. **Get ready to be a radio presenter. Listen to the text again. Pay attention to the sounds denoted by "or", "ar" in a stressed position.**

1d. **Have a radio presenters' competition.**

2a. **Do you know the people in the photos? In what films did they act? What do you know about them?**



2b. **Tastes differ. People like different actors and actresses. Here are some opinions of people of different age groups. Look through the texts below and try to fill in the missing words. Then listen and check.**

created, charismatic, romantic, charming, appeared, spectacular, create, breathtaking, star, adore, gripping

Liza 25:

I adore Bruce Willis. He is an American actor and producer who ... many films. His career began in television in the 1980s and he is well known for his ... playing in the Die Hard series ['sɪərɪz], which were a financial [faɪ'nænʃ(ə)l] success. Actually, he has appeared in over sixty films all in all and I really can't wait when his next film will be released to see his ... acting.

Paul 15:

Jessica Alba is the most ... actress in the world. She was born on Apr 28, 1981. She began her career at the age of 13. Alba ... in various movies including "Honey", "Sin City" and, of course, "Fantastic Four". Her acting talent has always placed her on top of the listings in Hollywood.

Yulia 35:

Rastsislau Yankowsky is the most ... Belarusian actor. He started his career in "Belarusfilm" in the historical film "Red leaves" and acted in more than forty films in all. His talent helped him ... characters of different kinds. His acting is breath-

taking and gripping. I enjoy it greatly. Besides, he is a well known theatre actor.

John 33:

I'm just crazy about Mel Gibson [ˈgɪbsən]. He is an American-Australian actor, film director, producer and screenwriter. I know that after appearing in several films, Gibson went on to direct and ... in the Academy Award-winning "Braveheart". I ... everything: his charismatic acting, the plot of the films he is in, the charming characters he creates. Besides, he is known as one of the most successful businessmen in show business.

Mary 38:

My favourite actress is Julia Roberts. She is known for starring in the ... comedy "Pretty Woman" and receiving several Oscar nominations. I remember seeing her acting in "Notting Hill" together with a fantastic British actor Hugh Grant [ˈhjuːˈgrɑːnt]. Their acting was great! I couldn't take my eyes off the screen. Julia was playing her part so wonderfully that it seemed easy and natural. Her ... acting brought her enormous success and made her one of the highest-paid actresses in the world. "People" magazine named her among 50 most beautiful people in the world eleven times.

2c. Answer the questions.

1. Why do you think the actors above are so popular?
2. Which actor mentioned do you like most? Explain why.
3. Do you have a favourite actor / actress? What do you know about them?

2d. Write about your favourite actor. Use the highlighted expressions.

Lesson 6. A talk with a film critic

1a. Discuss with your class.

What Belarusian films do you know? Why do you think the most popular Belarusian films are about the Great Patriotic War?

1b. Do you think these sentences are true or false?

1. The director of the first Belarussian film was Yury Tarytch.
2. The first Belarussian cinema studio was opened in 1928 and it was called “Sovetskaya Belarus”.
3. In 1930 the first Belarussian sound cinema was opened and it was called “The Red Star”.
4. The Minsk International Film Festival “Listapad” is held annually (штогод) in the city of Minsk in October.

2a. What do you know about the film “In August 1944”? How many questions can you answer?



1. What is it about? 2. Where was it made? 3. Who is the director of the film? 4. What is the plot of the film? 5. Do you think that the topic of the film is important? 6. Is this film worth seeing (варта паглядзець)?

2b. Listen to the radio interview with a film critic and explain why the film is a success.

2c. Listen again and answer the questions in ex. 2a.

2d. Say if the sentences are true or false. Correct the false ones.



1. Mikhail Ptashuk was born after the Second World War. 2. Mikhail Ptashuk died in a car crash in 2002 in Moscow. 3. Alex says that the film was professionally made. 4. In 1944 some individual Nazi groups were still operating on the territory of Belarus. 5. Three German officers were given the task to find a radio station which was still sending messages. 6. Alex recommends this film only to schoolchildren and teenagers.

2e. Make up true sentences according to the interview and write them down. Mind prepositions, articles and tense forms.

– director / film / be / Mikhail Ptashuk / who / be born / 1943 / Brest region / and work / National Cinema Studio Belarusfilm.

– Mikhail Ptashuk / create / a lot of / spectacular films / many of which / become internationally known.

– film "In August 1944" / be / real success.

– actors / who appear / film / play wonderfully / and / plot / be / brilliant.

– actions / film / take us back / August 1944 / when / whole territory / Belarus / be free.

– three young officers / be given / task / find / German radio station / which / send messages.

– topic / film / be / important because / people should remember / heroism and patriotism / our countrymen / World War II.

2f. What did Alex say about the director, the plot, the actors, the topic of the film?

3. Would you like to watch this film? Why? Give reasons. Work in groups.

4. Persuade your partner to watch it. Summarise the information you've heard and tell your partner about the film.

5. Do the project "Interview with a film critic".

1. Choose a film to discuss.
2. Work in pairs. Think together what questions to ask.
3. Look for the information to answer the questions.
4. Choose a role for each student.
5. Practise your interview.
6. Present your radio interview.

Lesson 7. My favourite film

1a. Read the factfile and answer the question: Who do you think will like this film: children, teenagers, men, women?

Factfile: The film "Braveheart" about the fight of Scots against the English in the late 13th century, directed by Mel Gibson, won five Oscars at the 68th Academy Awards [əˈwɔ:dz], including the Award for Best Picture, Best Director, Best Cinematography, Best Sound Editing (мантаж гуку) and Best Makeup (грым).

1b. Read the summary of the film and say who the main characters are.



In this spectacular historic movie a young Scotsman William Wallace (Mel Gibson) became a hero of his country, fighting against the aggressive rule (праўленне) of the English King Edward I. After the death of his father and brother, killed by English soldiers, young William was raised (выхоўваўся) by his uncle abroad.

Years later Wallace returned to his father's farm with an intention to lead a quiet life. He fell in love with Murron and married her but their happiness didn't last long. Though Wallace tried to rescue Murron from English soldiers the aggressors caught her and killed her right in the marketplace. He decided to pay back. Wallace and a few other men from his village killed the English soldiers and the sheriff and entered the fortress of the local English lord, killing him and burning it down.

This action was like a signal for his countrymen. They saw him as their leader in the fight against the English King. In their first battle in 1297 the Scots won. Wallace became popular and more and more Scottish people followed him into the war.

But William Wallace was betrayed (яму здрадзілі) by the Scottish landlords who tried to get more land for themselves from the English King and lost the battle in 1298. Though he was saved from death by young Robert the Bruce, who later became King of Scotland Robert I, Wallace had to go into hiding for seven years and fight a guerilla [gəˈrɪlə][1] war against the English. His courage charmed a lot of people, including King Edward's daughter-in-law (нявестка) Princess Isabelle [ˈprɪnsəsˈɪzəbəl]. At the end of the film the English caught Wallace and took him to London where he was beheaded.

During the movie you see a lot of great battles and two heartbreaking love stories (first between Wallace and Murron, later princess Isabelle fell in love with Wallace). The film is a gripping and exciting story about love, hatred, patriotism and heroism. When you watch it, you understand why it won five Oscars.

---

[1] **guerilla = partisan**

You can watch this movie over and over again and it never loses its magic and it is a movie which both men and women will adore: men will love the great battles and women will love the love story.

1c. For questions 1-9, choose from the people a–g. The people may be chosen more than once.

Who

1) became the hero of Scotland in the late 13^{th} century?

2) fell in love with William Wallace?

3) was the English King at that time?

4) was killed by English soldiers when William was very young?

5) was William's wife?

6) saved William in 1298?

7) betrayed William Wallace?

8) became King of Scotland?

9) entered the fortress of the local lord and burnt it?

a. William Wallace, **b.** William's father and brother, **c.** Murron, **d.** Edward I, **e.** Scottish landlords, **f.** young Robert the Bruce, **g.** Princess Isabelle

1d. Choose the right answer.

1. Wallace's father
a) was a farmer. b) was an English soldier.

2. After the death of his relatives William lived
a) abroad. b) on his father's farm.

3. Years later, when a young man, he came back to
a) England. b) Scotland.

4. He started a war against the English, because he wanted to
a) rescue his wife. b) pay back for his wife's death.

5. He won his first battle and he lost his second one, but was saved by
a) his countrymen. b) young Robert the Bruce.

6. Later he was caught and beheaded in
a) Scotland. b) England.

2. Read the text again and answer the questions.

1. What is the genre of the film? Give reasons. 2. Do you think the movie is exciting? Explain your answer. 3. Would you like to go to the cinema to watch "Braveheart"? 4. With whom would you like to watch it? 5. Do you think your friends will like it? Give reasons. 6. Is it a nice idea to see it with your family? Explain why? 7. Why do you think the film was given five Oscars?

3. Persuade your friend to watch this film.

4. Write about your favourite film.

Grammar reference

UNIT 1

Lesson 4. Comparisons with *as … as* / Сравнительные предложения с *as … as*

Помимо прилагательных в сравнительной и превосходной степени для сравнения предметов можно использовать предложения со сравнительной конструкцией ***as** adjective **as***, которая означает:

1) такой же как / не такой как:

+ Their house is *as big as* ours.
– Their garden is *not as big as* ours?
? Is your garden *as big as* theirs?

В отрицательных предложениях может использоваться ***not so** adjective **as***.

Their garden is ***not so big as*** ours.

2) значительную разницу (в разы) между сравниваемыми предметами, объектами.

Greenland is ten times ***as large as*** Great Britain. Great Britain is ten times ***as small as*** Greenland.

Lesson 5. Modal verb *ought* (*to*) / Модальный глагол *ought* (*to*)

Модальный глагол ***ought*** (***to***), как и ***should***, выражает совет, но более настойчивый. После ***ought*** употребляется инфинитив с частицей ***to***:

+ He ***ought to*** go there now.
– He ***ought*** not ***to*** go there now.
? ***Ought*** he ***to*** go there now?

В современном английском языке модальный глагол ***should*** употребляется значительно чаще.

UNIT 2

Lesson 3. Modal verb *need* / Модальный глагол *need*

Модальный глагол ***need*** + *Infinitive* выражает необходимость совершить действия только в отрицательных и вопро-

сительных предложениях, в то время как ***must*** + *Infinitive* употребляется только в утвердительных и вопросительных предложениях. В вопросительных предложениях ***must*** и ***need*** являются синонимами, передавая значение необходимости.

Must I go there now? ***Need*** I go there now?

Отрицательная форма ***needn't*** выражает отсутствие необходимости совершить действие, т.е. является противоположной по значению глаголу ***must***, который выражает запрещение.

You ***needn't*** come early. Тебе не нужно приходить рано.
You ***mustn't*** come early. Тебе нельзя приходить рано.

В утвердительном ответе на вопрос с глаголом ***need*** употребляется ***must***, в отрицательном ответе на вопрос с глаголом ***must*** употребляется ***needn't***.

Need we do the whole exercise? Yes, you *must*.
Must they come early? No, they *needn't*.

Чаще всего глагол ***need*** используется как смысловой глагол, а не как модальный. В этом случае он образует временные формы так же, как другие смысловые глаголы:

+ I ***need*** to go now.
– I ***don't need*** to go now.
? ***Do*** you ***need*** to go now?

Lesson 4. Infinitive or gerund / Употребление инфинитива или герундия

Инфинитив представляет собой неличную глагольную форму (неопределённая форма глагола), не имеющую категории лица и числа. В предложениях часто встречается после некоторых основных или модальных глаголов с частицей **to** или без неё.

Verb + *to*-infinitive: want to, need to, would like to, ask smb to, tell smb to, advise smb to, recommend smb to.
Modal verb + *to*-infinitive: have to, ought to.
Modal verb + infinitive: can do, must do, may do, needn't do.

Герундий – неличная глагольная форма, образуемая с помощью *-ing*. Используется после некоторых глаголов и

предлогов: like / love / dislike / hate / can't stand ***doing*** smth; be fond of / interested in / afraid of / good at / bad at ***doing*** smth.

UNIT 3

Lesson 2. Articles / Артикли

Существительные, обозначающие трапезу, **не имеют артикля,** если они употреблены в своём абстрактном значении и просто называют ту или иную трапезу и ассоциируются со временем приёма пищи: *to have (take, serve, cook, prepare) breakfast, lunch, dinner, tea.*

Lunch is at 12 o'clock. What shall I cook for *dinner?*

Неопределённый артикль употребляется, если у существительного есть описательное определение.

There is no such thing as ***a*** *free lunch.* A *potluck dinner* is ***a*** *dinner* when everyone has to bring a dish.

Определённый артикль употребляется с данными существительными, если имеется в виду сама еда.

The dinner you cooked was great! How much did you pay for *the lunch?*

Lesson 3. Quantifiers / Указатели количества

Для того чтобы посчитать неисчисляемые существительные, используются слова, обозначающие меру объёма и структура "a… of…". Например, ***a*** *glass* ***of*** *water.*

A glass of …, a bottle of …, a cup of …	A slice of …, a piece of …, a chunk of …	A pound of (фунт = = 454 грамма) …, a gram of …, a kilo of …
Water, milk, juice, tea, coffee	Cheese, meat, bread, pie	Cheese, meat, butter flour, sugar, coffee

Lesson 5. Reflexive pronouns / Возвратные местоимения

В английском языке нет возвратного местоимения ***себя.*** Для обозначения перехода действия на само лицо исполь-

зуются возвратные местоимения, оканчивающиеся на ***-self*** (***-selves*** во множественном числе).

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

На русский язык они переводятся глаголом с возвратным суффиксом “-ся(-сь)” или местоимением “себя” (“себе”, “собой”, “сам”).

They talked about ***themselves***. Они говорили о себе.
I can take care of ***myself***. Я могу позаботиться о себе сам.

UNIT 4

Lesson 2. The Present Perfect or the Present Perfect Continuous

The Present Perfect означает прошлое действие, завершившееся к настоящему моменту, так что результат этого действия очевиден.

The teacher ***told*** us to read four books. I ***have*** already ***read*** two **(How many?)**. I **have eaten** half a bowl of soup **(How much?)**, but I can’t eat any more.

I / You / We / They ***have*** **(*not*)** ***V3***

He / She / It ***has*** **(*not*)** ***V3***

The Present Perfect Continuous означает действие, начавшееся в прошлом и длящееся до настоящего момента.

A: What are you doing? – B: I’m cooking dinner. A: **How long** ***have you been cooking***? – B: ***I’ve been cooking*** for three hours already.

I / You / We / They ***have (not) been Ving***
He / She / It ***has (not) been Ving***

Lesson 4. Определённый артикль с субстантивированными прилагательными

Субстантивированные прилагательные выполняют роль существительного. Как правило, они называют определён-

ный класс людей и употребляются с определённым артиклем: the blind (people who cannot see), the young, the old, the rich, the poor. Например, **The rich** used to give presents to **the poor** on 26th of December. ‘The rich’ можно заменить словосочетанием ‘rich people’.

UNIT 5

Lesson 1. The Past Simple Passive

The Past Simple Passive употребляется, если настоящий исполнитель прошлого действия неизвестен или его не хотят называть. Сравните: The Bank Holidays Act was introduced in 1871. Подлежащее предложения The Bank Holidays Act не выполняет действие, оно пассивно.

В the Past Simple Passive используются те же указатели времени, что и в the Past Simple Active: yesterday, ...ago, last ..., in 1871.

+ (–)	I / he / she / it ***was* (*not*) *V3* ...** We / You / They ***were* (*not*) *V3* ...**

?	***Was*** I / he / she / it ***V3* ...** ? ***Were*** we / you / they ***V3* ...**?

Lesson 6. The Past Perfect Tense

The Past Perfect Tense употребляется для выражения прошедшего действия, которое: 1) закончилось до другого действия в прошлом.

At home she saw that somebody ***had eaten*** all her chocolates;

2) завершилось к определённому моменту в прошлом, указанному обстоятельством времени с предлогом ***by***.

By four o’clock they ***had finished*** their preparation for the party.

+ (–)	I / You / He / She / It / We / They ***had* (*not*) *V3* ...**
?	***Had*** I / you / he / she / it / we / they ***V3* ...**?

The Future-Simple-in-the-Past употребляется для выражения будущего действия, рассматриваемого с позиций прошлого.

I ***think*** (Present Simple) I **won't win** (Future Simple) because that **will be** unfair to women. I ***thought*** (Past Simple) I **wouldn't win** (Future-Simple-in-the-Past) because that **would be** unfair to women.

Для образования the Future-Simple-in-the-Past необходимо вспомогательный глагол **will**, используемый в Future Simple, заменить на **would**.

+ (–)	I / You / He / She / It / We / They ***would*** **(*not*)** ***V*** **...**

?	***Would*** I / you / he / she / it / we / they ***V*** **...**?

Sequence of Tenses / Согласование времён

Употребление времени глагола-сказуемого в придаточном дополнительном предложении зависит от времени глагола-сказуемого главного предложения. Данное правило называется правилом согласования времён в английском языке.

Если глагол главного предложения стоит в настоящем или будущем времени, то глагол в придаточном предложении может стоять в любом времени в зависимости от смысла.

Если глагол в главном предложении стоит в прошедшем времени, то глагол-сказуемое придаточного дополнительного предложения может быть употреблён **только** в прошедшем времени.

В придаточном предложении происходит сдвиг времён в прошлое следующим образом:

Present Simple fi Past Simple,
Present Continuous fi Past Continuous,
Present Perfect fi Past Perfect,
Past Simple fi Past Perfect,
Future Simple fi Future-Simple-in-the-Past.

Изменяются также наречия времени и места и указательные местоимения:

today – that day,
yesterday – the day before,
tomorrow – the next day,
... ago – ... before,
last ... – the ... before,
next ... – the following ...,
here – there,
this – that,
these – those.

UNIT 6

Lesson 2. Article with musical instruments / Артикль с названиями музыкальных инструментов

Определённый артикль употребляется в словосочетании play + the + musical instrument: play **the** guitar. Артикль ***a*** или ***the*** употребляется по общему правилу, если имеется в виду музыкальный инструмент как предмет.

Can you put ***the*** guitar in your room? It's in the way.

For our group we need ***a*** piano, ***a*** guitar and ***a*** violin.

Lesson 3. Order of Adjectives / Порядок прилагательных

Если перед существительным есть несколько прилагательных, то они располагаются в следующем порядке: opinion + size + age + colour + NOUN.

A beautiful big old green drum.

UNIT 7

Lesson 2. Participle I (-*ing*) and Participle II (-*ed*) / Действительное и страдательное причастие

Действительное и страдательное причастия образуются от глагола с помощью суффиксов ***-ing*** и ***-ed***. В предложении они употребляются в функции определения. Действительные причастия выражают качества предмета или человека.

This is an ***interesting*** book. He is an ***interesting*** person.

Страдательные причастия выражают состояние человека или предмета.

He is / looks / feels ***interested***.
The book is ***illustrated***.

Lesson 3. Relative pronouns / Относительные местоимения

Относительные местоимения ***who*** (*кто*), ***whom*** (*кого*), ***whose*** (*чей*), ***what*** (*что, какой*), ***which*** (*который, какой, кто, что*) связывают главные предложения с придаточными.

В предложении они являются подлежащими или дополнениями.

The man ***who*** (подлежащее) is sitting next to you is my teacher.

It is not ***what*** (дополнение) I want.

Who употребляется по отношению к людям и является в предложении подлежащим. ***Whom*** также употребляется по отношению к людям, но является дополнением.

This is the man ***whom*** we saw in the park yesterday.

Which относится к неодушевлённым предметам и животным и может быть как подлежащим, так и дополнением.

The books ***which*** (подлежащее) are on the table are yours.

He showed me the photo of the kitten ***which*** (дополнение) he had found in the street.

Иногда ***which*** относится не к одному слову, а к предложению в целом, которое отделяется запятой.

He offered to help, ***which*** is very kind of him.

Whose употребляется по отношению к людям.

This is the woman ***whose*** brother is a famous writer.

Whose, однако, может иногда относиться к неодушевлённым предметам, заменяя оборот ***of which***.

We saw a mountain ***whose*** top (= the top of which) was covered with forest.

VOCABULARY

A

abbreviation [,brv‘ n] n сокращение
ability [‘b l ti] n способность, умение
accordion [‘k di n] n аккордеон; гармоника
accountant [‘kant nt] n бухгалтер
achievement [‘t i vm nt] n достижение, успех
add (up) [‘жd‘p] v (phr.v) прибавлять, добавлять
adore [‘d :] v обожать
adult [‘dt] n взрослый (человек)
advantage [d‘v :nt] n преимущество, выгода, польза
advise (smb to do smth) [d‘va z] v советовать (кому-то сделать что-то)
afford [‘f d] позволить себе (что-либо)
agreement [‘ ri m nt] n соглашение
aim [e m] n,v намерение, цель; целиться, стремиться к (чему-л.)
alien [‘e l n] n инопланетянин, пришелец из космоса
amount [‘ma nt] n количество
angel [‘e nd( )l] n ангел
anniversary [жн ‘v s( )ri] n годовщина, юбилей
annually [‘жnju li] adv ежегодно
appear [‘p] v появляться, выступать на сцене
apple pie [‘жp( )lpa] n яблочный пирог, шарлотка
apricot [‘e pr k t] n абрикос
architect [‘:kt kt] n архитектор
architecture [‘ktkt] n архитектура
area [‘e r] n площадь, участок; пространство
argue [‘ ju] v спорить, убеждать
argument [‘ j m nt] v спор, дискуссия, довод
arrange [‘re nd] v располагать в определенном порядке, организовывать (вечер)
array [‘re] n массив, группа, совокупность , набор
at an average [‘жv( )r d] в среднем
atlas [‘tl s] n атлас
attend [‘tend] v посещать (школу и

т.п.)
autobiography [t ba ‘ r fi] n автобиография
awesome [‘ s( )m] adj
потрясающий, фантастический (разг.)
awful [‘ f( )l] adj страшный,
ужасный, отвратительный

B

bacon [‘be k n] n бекон, копченая
свиная грудинка
bagpipe [‘bж pa p] n волынка
bake [be k] v печь, выпекать
balalaika [bжl ‘la k] n балалайка
ball [b :l] n бал, танцы
ballet [‘be] n балет
banger [‘bж] n сосиска
bank note (Br.Eng.)[‘bж k n t] n банкнота
barrel [‘bжr l] n бочка
barter [‘b t] n, v обмен;
обмениваться
basalt [‘bжs lt] n, adj базальт,
базальтовый
bass guitar [be s g‘t:] n бас-гитара
bass [be s] n бас (в разн. знач-ях:
голос, партия, певец)
be around [b ‘ra nd] phr.v
существовать, находиться
be full of [b‘f l v] быть полным (народа,
энтузиазма и т.п.)
be into smth [b‘ nt s m] phr.v очень
увлекаться чем-то
be made from [b‘me d fr m] phr.v быть сделанным из
чего-то (часто о блюдах)
be made of [b‘me d v] phr.v быть сделанным
из чего-то
be made up of [b me d ‘p v] phr.v состоять из
(частей)
be worth of [b‘ w v] иметь стоимость, быть
достойным
bean [bin] n боб; фасоль
beat [bi t] v (beat, beaten [‘bi t( )n]
бить, колотить
beef [bif] n говядина
beneath [b‘ni] prep внизу, ниже, под
bill (Am.Eng.) [b l] n банкнота, купюра
biography [ba ‘ r fi] n биография
biscuit [‘b sk t] n сухое печенье

black pudding [‘bk‘p d] n кровяная колбаса
blow [b u] v (blew[blu] blown[bl n]) дуть
blow [b u] n дуновение, порыв ветра
blow up [‘b p] phr.v взорвать
boarding school [‘b :d sku:l] n школа-пансион, закрытое учебное заведение
boil [b l] v кипятить, варить
boiled potatoes [‘b ld p ‘te t z] n вареный картофель
bonfire [‘b n fa] n костёр
booklet [‘bukl t] n брошюра, буклет, проспект
border (on) [‘bd ‘n] n,v граница; граничить (с)
borrow (smth from smb) [‘b r] v одалживать, брать взаймы
bowl [b l] n миска, тарелка
breakfast [‘brekf st] n завтрак
breathtaking [‘bre te k] adj захватывающий, изумительный, поразительный
bribe [bra b] n,v взятка, подкуп; давать взятку, подкупать кого-то
broadcast [‘br d kst] v (broadcast, broadcasted) транслировать
brooch [br t] n брошь
brussels sprouts [‘brsz‘spra t] n капуста брюссельская
budget [‘b d t] n, v бюджет; составлять бюджет
butter [‘b t] n, v масло ; намазывать маслом
buy [ba] v (bought [b t], bought) покупать, приобретать
by accident [‘жks d( )nt] нечаянно, случайно; непреднамеренно

C

call [k] v звать, называть(ся)
campus [‘kжmp s] n кампус, территория университета, колледжа или школы
cardigan [‘k d n] n кардиган, шерстяная кофта на пуговицах без воротника
care about [ke r ‘ba t] v волновать(ся)б беспокоить(ся) (о чем-то)
career [k ‘r] n карьера
caretaker [‘ke te k] n сторож, смотритель (здания) ; вахтер
carrot [‘kжr t] n морковь

carry [‘kжri] v носить, нести
carry out [‘kжri a t] phr.v выполнять, осуществлять
cash [kж] n наличные деньги
catacomb [‘kжt kum] n катакомб, подземелье
catching [‘kж] adj заманчивый, привлекательный
celebrity [s ‘lebr ti] n знаменитый человек
cello [‘t el] n виолончель
century [‘sent ri] n век, столетие
cereal [‘s ri l] n блюдо из крупы, злаков в виде хлопьев
charismatic [kжr z‘mжt k] харизматический
charity [‘t жr ti] n благотворительность, подаяние, благотворительная организация
charming [‘ :m] adj очаровательный, прелестный
cheer [t] v подбадривать, поощрять одобрительными восклицаниями
cheese [t iz] n сыр
chips [t ps] *(n)* длинные ломтики картофеля, обжаренные во фритюре
chocolate йclair [‘t kl t e ‘kle] n шоколадный эклер
choice [t s] n выбор, отбор
choir [‘kwa] n хор, хоровой ансамбль
chop [t p] n отбивная
choreographer [k ri’ r f (r)] n балетмейстер, хореограф
chores [t (r)z] n рутинная, неприятная работа
Christian [‘kr st n] n христианин, христианка
clap [klжp] v хлопать; аплодировать
classic [‘ksk‘] adj классический (относящийся к Древнему Риму и Греции)), типичный (example, mistake)
classical [‘klжs k( )l] adj классический (literature, music)
close [kl s] adj близкий, закрытый, замкнутый
coastline [‘k stan] n береговая линия, побережье
coin [k n] n монета
column [‘k l m] n колонна, столб
comedian [k ‘mi:di n] n комик, комедийный

актер
comics [‘k m ks] n комиксы
commemorate [k ‘mem re t] n отмечать, праздновать (дату), почтить чью-л. память
commercial [k ‘m ( )l] n реклама, рекламное объявление
compact [‘k mpжkt] adj компактный, сжатый
conduct [k n‘d kt] v вести, проводить
conduct [‘k nd kt] n руководство, управление; поведение
congratulations [k n rжt ‘le ( )nz] n поздравления
contact [‘knQkt] n контакт, связь
contrast [‘kntrst] n контраст
convenient [k n’vi:n nt] удобный (time, place)
cost [k st] v (cost, cost) стоить, обходиться в какую-нибудь сумму
country (music) [‘k ntri] n стиль кантри
county [‘k] n графство (административная единица в Великобритании)
cover [‘kv] v, n покрывать; крышка, колпак, колпачок
crazy [‘kre zi] n, adj сумасшедший, выживший из ума
crazy about [‘kre zi ‘ba t] adj быть без ума (от кого-то, чего-то)
create [kr ‘e t] v создавать, творить
creature [‘krt] n существо
credit card [‘ kred t k d] n кредитная карточка, кредитка
croissant [‘krw s] n круасан (булочка из слоеного теста в виде полумесяца)
cucumber [‘kju k mb] n огурец
culture programme *(n)* [‘kt ‘pr grQm] культурная программа
currency [‘k r nsi] n деньги, валюта
cut [k t] v (cut, cut) резать
cut down [‘k t’dn] phr.v сокращать, урезать

D

decide [d ‘sa d] v решать, принимать решение
dedicate (to) [‘ded ke t] v посвящать (кому-л., чему-л.)
dedicated [‘ded ke t d] adj посвященный(кому-л./чему-л.), преданный
deformed [d ‘f (r)md] adj испорченный,

обезображенный, деформированный
delightful [d‘tf] adj восхитительный
denote [d‘n t] v передавать
designer [d ‘za n] n дизайнер
dessert [d ‘z t] n десерт
detention [d ‘ten ( )n] n задержка,
оставление после уроков
develop [d ‘vel p] v развивать,
совершенствовать
diary [‘da ri] n дневник,
ежедневник
dinner [‘d n (r)] n обед, ужин (главный
приём пищи в течение дня, часто вечером)
discount [‘d s ka nt] n скидка
discount [d s‘ka nt] v делать скидку
distance [‘d st ns] n расстояние
drama [‘dr:m] n драма; трагедия
drum [dr m] n барабан

E

earn [n] v зарабатывать,
получать доход
educate [‘edjuke t] v воспитывать,
обучать
education [edj ‘ke ( )n] n образование
effective [‘fekt v] adj
результативный, эффективный
effigy [‘ef d i] n чучело
egg [e] n яйцо
electric guitar [‘lektr k g‘t:] n электрогитара
encourage [n‘k r d] v ободрять; поощрять,
поддерживать (в чём-л.)
energetic [en (r)‘d et k] adj активный,
энергичный, сильный
enormous [‘n :m s] adj громадный,
гигантский
enrich [n‘r t] v обогащать, делать
богатым; улучшать
entertain [ent ‘te n] v развлекать
entertainment [ent ‘te nm nt] n развлечение, веселье
entire [n‘ta] adj весь, целый
equip (with) [‘kw p] v оснащать,
оборудовать (чем-то)
equipment [‘kw pm nt] n оборудование,
оснащение
especially [‘spe ( )li] adv особенно,
главным образом

essay [‘ese] n набросок; эскиз; эссе
euro [‘j r] n евро
event [‘vent] n событие, случай, мероприятие
evergreen [‘ev ‘ ri:n] adj вечнозеленый
evil spirits [‘v ‘sprts] злые духи
excellence [‘eks l ns] n непревзойденное мастерство, совершенство
exchange centre [ks‘tend‘sent] n обменный пункт
expenses [k’spensz] n расходы
expensive [k’spens v] adj дорогой, ценный
experience [k’sp ri ns] n опыт, опыт работы, стаж работы; происшествие
experienced [k‘sp ri nst] adj знающий, опытный
experiment [k‘sper m nt] n, v опыт, эксперимент, проба; проводить опыты, экспериментировать
extra [‘ekstr] adj дополнительный

F

fable [‘fe b( )l] n басня
facilities [f ‘s l tiz] n средства обслуживания, удобства; услуги
facility [f ‘s l ti] n возможность, благоприятные условия;
fair [fe (r)] adj справедливый, честный
fairy tale [‘fe riteil] n сказка
fancy [‘fжnsi] v очень хотеть, страстно желать
fantastical [fжn‘tжst k( )l] adj фантастический, причудливый
farewell [fe ‘wel] n прощание
favourite [‘fe v( )r t] n любимец, фаворит
fee [fi] n плата, платеж (за учебу, проезд)
fiction [‘f k ( )n] n художественная литература, выдумка
figure [‘f] n, v фигура, рисунок, число; появляться, играть важную роль, фигурировать
finances [‘fa nжnsiz] n финансы, доходы, деньги, бюджет
financial [fa ‘nжn ( )l] adj финансовый
fine [fn] n штраф
fish and chips [‘f nd‘ t ps] рыба с картофелем фри
fish finger [,f ‘f] рыбные палочки

flame [fem] n пламя
flavour [‘fle v] n аромат, запах; вкус, привкус
flood [fl d] n поток, наводнение
flour [fla] n мука
flute [flu t] n флейта
folk [f k] adj народный
folklore [‘f k l] n фольклор
folks [f ks] народ разг. (обращение)
follow the custom [‘f l p ‘k st m] соблюдать обычай
for free [f ‘fr] adv бесплатно
foreign [‘f r n] adj иностранный; заграничный, зарубежный
forgive [f ‘gv] v (forgave [f ‘ e v] forgiven[f ‘gv n]) прощать
fried egg [‘fra d‘eg] n яичница-глазунья
friendliness [‘fren(d)lin s] n дружелюбие, дружелюбность
frightful [‘frtf] adj страшный

G

Gaelic [‘gk] гаэльский язык (язык шотландских кельтов)
genius [‘d i ni s] n гений
genre [‘ nr] [‘nr] n жанр
go back to [bжk t] восходить (к), иметь началом
goddess [‘g ds] n богиня
good command of [d k ‘m nd v] хорошее владение (языком и т.п.)
government [‘ v nm nt] n правительство
graduation [rжd u‘e ( )n] n церемония вручения дипломов, окончание (высшего) учебного заведения
grapefruit [‘ re p frut] n грейпфрут
gravy [‘ re vi] n подливка(из сока жаркого) , соус, сок
green beans [‘ rin ‘binz] n фасоль в стручках
gripping [‘gr p] adj захватывающий, увлекательный, удивительный
guitar [‘t] n гитара
gunpowder [‘ n pa d] n порох

H

hairdresser’s [‘he dres z] n парикмахерская
hard rock [‘h d‘r k] тяжёлый рок
harmonica [h ‘m n k] n губная гармоника
harp [h p] n арфа

hatred	['he tr d]	n ненависть
have the opportunity	['hжv p 'tjun ti]	иметь возможность
heat	[hi:t] v	нагревать
heathery	['he( )r]	adj вересковый,
поросший вереском		
herself	[h 'self]	pron сама
hold	[h d]	v(held, held)
держать		
holy	['h li]	n святой, священный
honesty	[' n sti]	n честность
host family	['h stf'm]	принимающая семья
huge success	['hju d s k'ses]	огромный успех
I		
ice-cream	['s'krm] n	мороженое
imagine	['mж n]	v воображать,
представлять себе		
improve	[m'pru v]	v улучшать,
совершенствовать		
inform	[n'f:m]	v сообщать,
информировать		
inhabited	[n'hжb t d]	adj обитаемый
inside	[' n'sa d]	adv внутри
instead (of)	[n'sted]	prep вместо
intent	[n'tent]	n намерение
intrigue	[n'tri	n,v интрига;
интриговать, увлекать		
introduce	[ntr 'djus] v	представлять
invention	[n'ven ( )n] n	изобретение
invitation	['nv'te n] n	приглашение
invite	[n'vat]	v приглашать
island	['a nd]	n остров
J		
jam doughnut	['jm'd n t] n	пончик с джемом
jam	[dжm]	n джем, варенье
jazz	[d жz]	n джаз
jelly	['deli]	n желе
join (hands)	['d n 'hжndz]	объединяться; соединять
руки		
K		
ketchup	['ket p]	n кетчуп
knowledge	['n l d]	n знание; познания;
эрудиция		
L		
lamb chops	['lжm t ps]	отбивные из молодого
барашка		
lantern	['lжnt n]	n фонарь

law [l] n закон
lend [lend] v (lent, lent)
одалживать, давать взаймы
light [la t] n,v (lit [l t], lit) свет;
освещать, светить
link [l k] v соединять
live [la v] прямой эфир (надпись
на экране)
loaf (loaves) [l f] n буханка, булка,
батон
location [‘ke ( )n] n позиция,
местонахождение
loch [] n озеро
lose weight [‘luz‘weit] похудеть
lose [luz] v (lost [l st], lost)
терять, лишаться чего-либо
lounge [la nd] n гостиная, холл,
комната для отдыха
luck [l k] n везение, удача
lunch [l nt] n обед, ланч
lyrics [‘l r ks] n лирические стихи,
слова популярной песни

M

main course [‘me n k s] основное блюдо,
горячее
make ends meet [‘mek‘endz‘mt] сводить концы с
концами
make New Year’s resolution [mek nju j z rez ‘lu ( )n] давать
обещание под Новый год
manage [‘mжnd] v руководить,
управлять
marvellous [‘m:v l s] adj изумительный,
удивительный
mash [mж] n пюре
match [mt] n спичка
melodious [m ‘l di s] adj мелодичный,
певучий
melon [‘mel n] n дыня
mercy [‘m si] n милосердие,
жалость, сострадание
message [‘mes] n сообщение
midnight [‘m d na t] n полночь
mild [mad] adj
мягкий
milk [m lk] n молоко
mind [ma nd] n ум

mix [m ks] v смешать
moderate ['md r t] adj умеренный
monetary ['m n t( )ri] adj монетный, денежный
moorland ['m nd] n болотистая местность, покрытая вереском
mountainous ['mauntn s] adj гористый
move [mu:v] v двигать(ся), передвигать(ся), перемещать
muesli ['mjuzli] n мюсли (смесь из крупы, орехов и сухофруктов)
mushroom ['m rum] n гриб
myself [ma 'self] pron себя, самого себя, себе, сам

N

nevertheless [,nv 's] adv тем не менее
next door (to) [nekst 'd] по соседству, рядом
no doubt [n 'dat] без сомнения

O

occupy ['kjpa] v занимать
offer [' f] v предлагать, предлагать вниманию
olives [' l vz] n оливки , маслины
opportunity [p 'tjun ti] n возможность, удобный случай
orange juice [' r nd "d us] апельсиновый сок
orchestra **['** k str **]** n оркестр
order [' d] n,v порядок, приказ; приказывать, командовать
ourselves [a 'selvz] pron сами (о 1-м л.мн.ч)
outside [a t'sa d] prep снаружи
overthrow [v ' r] v переворачивать
overthrow [' v r] n переворот

P

pan [ржn] n сковорода, кастрюля, противень
pantomime ['ржnt ma m] n пантомима
paparazzi [ржр( )'rжts] n (мн. от paparazzo) папарацци
paper round ['pep rnd] доставка газет
paper ['pe p] n бумага, газета
paper ['pe p] v заворачивать в бумагу, выкладывать бумагой
participant [p 't s p nt] n участвующий,

участник
pay (for) [pe] v платить, оплачивать
pea [pi] n горошина, горох
peel [pi l] n,v кожура
(яблока), чистить
pepper [pep] n перец
percussion instrument [p ‘k ( )n] ударный инструмент
persuade [p ‘swe d] v убеждать (в чём-л.)
phantom [‘fжnt m] n призрак, фантом,
иллюзия
piano [pi‘жn] n фортепьяно
pickle s [‘p k( )lz] n
соленья, маринованные овощи и фрукты
pitch (football, cricket) [p t] n поле, площадка
(для игры в футбол, крикет)
plain [plein] n равнина
plesiosaur [‘pls ,s] n плезиозавр
plot [p t] n заговор; сюжет
pocket money [‘pkt‘mn] карманные деньги
poetry [‘p tri] n поэзия; стихи
polite (impolite) [p ‘la t] ([mp ‘la t]) agj
вежливый (невежливый)
politician [p l ‘t ( )n] n политик,
государственный деятель
poor [p] adj бедный,
нищий
pop [p p] поп-музыка
pop [‘p p] v хрустеть
(кукурузой)
pork [‘p k] n свинина
porridge [‘p r d] n каша (овсяная)
potluck [‘p tk] n совместный обед, на
который приходят со своим угощением
pour [p] v наливать
predominate [pr d mine t] v преобладать,
господствовать
prefer [pr ‘f :] v предпочитать
preheat [pri:‘hi:t] v предварительно
нагревать
present [‘prez( )nt] adj, n текущий,
настоящий; подарок
previous [‘pri:v s] adj прошлый,
предыдущий, предшествующий
prickly [‘prk] adj колючий
protect (from) [pr ‘tekt] v защищать, охранять
(от)

province [‘prvns] n провинция
pudding [‘p d] n пудинг, запеканка; десерт , сладкое блюдо
punctuation [p kt u’e ( )n] n пунктуация
punk [p k] n панк
purse [‘p s] n кошелек (женский)
put up [‘p t‘ p] phr.v вешать (украшения и т.п.)

Q

quotation [kw ‘te ( )n] n цитата

R

R&B [‘r n‘b] Аренби (сокращ. от rhythm and blues)
range (from…to) [re nd] v простираться (от…до), колебаться в пределах
rap [rжp] рэп
raspberry [‘r zb ri] n малина
reason (for) [‘rz n] n причина
recommend [rek ‘mend] v рекомендовать
record [‘rek d] n запись, регистрация, учёт, рекорд
reference book [‘ref( )r ns b k] n справочник, указатель
regional [‘rid ( )n l] adj региональный, областной
registration [red ‘stre ( )n] n регистрация, запись
relaxation [ri:lжk‘se ( )n] n восстановление сил; отдых
relaxing [r ‘lжks] adj расслабляющий
release [r ‘li:s] n,v выпуск в свет (фильма, книги); выпустить (фильм, книгу)
religion [r ‘l ( )n] n религия
religious festival [r ‘l d s ‘fest v( )l] религиозный праздник, торжество
representative [r pr‘zent tv] n представитель
reputation [repj ‘te ( )n] n репутация, слава
rescue [‘reskju:] n спасать
respect [r ‘spekt] n уважение, почет
responsible [r ‘sp ns b( )l] n ответственный
review [r ‘vju:] n обзор, обозрение
reward [r ‘w (r)d] n, v награда, вознаграждение; вознаграждать
rhinoceros [ra ‘n s( )r s] n носорог
rhythmic [‘r pm k] adj ритмичный, равномерный
rice pudding [‘ra s“p d] . рисовый пудинг

(печёный; из дроблёного риса с молоком и сахаром; подаётся с вареньем или повидлом).2) молочная рисовая каша

rich [r t] adj богатый, состоятельный

roast [‘r st] v, adj жарить; жареный

roast beef [‘r st bif] n ростбиф (поджаренный кусок говядины)

roast chicken [‘r st ‘t k n] жареный цыпленок(курица)

roast potatoes [‘r st p ‘te t z] жареный картофель

rock [r k] n рок

roe [r] n косуля

Roman Catholics [‘r m n‘kж ( )l k] Римские католики

rude [rud] adj грубый

S

sacred [‘se kr d] adj святой, священный

salad [‘sжl d] n салат (блюдо из сырых или холодных овощей или фруктов)

sausage [‘s s d] n колбаса, сосиска

save [se v] v спасать; экономить, беречь

saxophone [‘sжks f n] n саксофон

scrambled egg [‘skrжmb( )ld eg] n яичница-болтунья

scream [‘skri m] v пронзительно кричать, вопить, визжать

screen [skrn] n экран

script [skr pt] n сценарий

search (for) [s t] n,v поиск(и), розыск; искать, вести поиски, разыскивать

see in (the New Year) [‘si ‘ n] phr.v встречать (кого-либо, Новый год)

sell [sel] v (sold [s ld], sold) продавать, торговать

sentimental [sent ‘ment( )l] adj сентиментальный, чувствительный

separate [‘sp( )r t] adj отдельный; обособленный

separate [‘sp rt] v разделять

serve [s v] v служить; накрывать на стол, подавать

shire [‘] n графство, жители графства

sign up [‘san‘p] phr.v записываться, подписываться

sign [sn] n знак
since [sns] prep, conj с (какого-то времени); так как
skill [sk l] n умение, навык
slice [sla s] n,v ломоть, тонкий кусочек; нарезать тонкими кусочками
society [s ‘sa ti] n общество, объединение, организация
soldier [‘s ld] n солдат, воин
sonar equipment [‘s n‘kwpm nt] эхолокационное оборудование
soprano [s ‘pr n] n сопрано, имеющий голос сопрано
soup [sup] n суп
southern *(adj)* [‘s n] adj южный
special events [‘spe ( )l ‘vents] особые мероприятия
spectacular [spek’tækjl] adj впечатляющий, эффектный
spend [spend] v (spent, spent) тратить, расходовать (деньги); проводить (время)
spread [spred] v (spread, spread) простираться, распространять(ся)
sprinkle [‘spr k( )l] v зд. посыпать
stand (can’t stand) [stænd] ([‘knt‘stænd]) v стоять; терпеть, выносить (не переносить)
stay up [‘ste ‘p] phr.v не ложиться спать, не спать допоздна
stationary [‘ste ( )n( )ri] n канцелярские принадлежности
steak [ste k] n бифштекс, стейк
stew [stju] n блюдо из тушёного мяса или рыбы (обычно с овощами, рисом)
sticky [‘stk] adj клейкий,липкий
stir [st] v (stirred) помешивать
strath [str] n широкая горная долина с рекой
strawberry [‘str b( )ri] n клубника, земляника
strike [stra k] n удар, забастовка
strike [stra k] v (struck, stricken) ударять, наносить удар
studio [‘stju di] n студия; ателье, мастерская
stuff [st f] n материал, разные вещи
submarine [‘s bm ri n] n подводная лодка
subtract [s b‘trækt] v вычитать

summarize [‘s m( )ra z] v суммировать, резюмировать
Sunday roast [‘s nde ‘r st] воскресное жаркое (из говядины или баранины, традиционное воскресное блюдо; готовится в духовке, подаётся на стол с картошкой и овощами)
supper [‘s p] n ужин
surround [s ‘ra nd] v окружать, обступать
survey [‘s :ve] n опрос, анкетирование
survival [s ‘va v( )l] n выживание
Susanna Ryan [su‘zn ‘r n] Сюзанна Райан
swampy [‘sw mp] adj болотистый
sweet [‘swi] adj сладкий
symmetry [‘s m tri] n симметрия
synthesizer [‘s n sa z] n синтезатор (клавишный электромузыкальный инструмент)

T

take down [‘te k‘da n] phr.v снимать (напр., украшения с елки)
take part (in) [‘te k‘ p t] phr.v принимать участие, участвовать в чем-то
take place [‘te k‘ ple s] phr.v случаться, происходить
tank top [‘tkt p] n вязаный жилет
tea [ti] n чай
techno [‘tekn] n техно (музыкальный стиль)
temperate [‘temp( )r t] adj умеренный
term [‘t:m] n условие
Texas [‘t ks s] Техас (штат США)
theory [‘ ri] n теория, предположение
thistle [‘ s( )l] n чертополох
though [u] conj хотя
tight [tt] adj крепко
toast [t st] n гренок, тост (ломтик хлеба, подрумяненный на огне)
tomato [t ‘m t] n помидор, томат
tonight [t ‘na t] adv сегодня вечером
torrent [‘t r nt] n горный поток
tradition [tr ‘d nz] n традиция
treacle tart [‘trik( )l t t] n пироженое из патоки
treason [‘trz n] n государственная измена
treasure [‘tre] n сокровище, клад

triangle ['tra ж ( )l] n треугольник (в том числе ударный инструмент)
trifle ['tra f( )l] n бисквит с фруктами и заварным кремом
trombone [tr m'b n] n тромбон
trumpet ['tr mp t] n труба

U

unfortunately [n'f t ( )n tli] adv к сожалению
unique [ju:'ni:k] adj уникальный, единственный в своем роде

V

valley ['v] n равнина
valour ['vжl] n бесстрашие
varied ['v rd] adj разнообразный
veg [ved] n овощи
vegetables ['ved t b( )l] n овощи
vice versa [va si 'v s] adv наоборот
view [vju] n вид, пейзаж, изображение
violent ['va lnt] adj жёсткий, насильственный
violin [va ' l n] n скрипка
vocal ['v k( )l] adj вокальный, голосовой
voice [v s] n голос
volume ['v ljum] n объём, масса, уровень громкости

W

wallet ['w l t] n бумажник
wander ['w nd (r)] v бродить
war [w] n война
waste [we st] n, v потеря, бесполезная трата; тратить впустую
water ['w t] n вода
water ['w t] v поливать, орошать
win [w n] v (won [wn], won) выигрывать, побеждать
worth [w] n достоинство
worth [w] adj достойный, достоинством в

Y

yoga [' j] n йога
Yorkshire pudding ['j (r)k 'p d] йоркширский пудинг (пирог из бездрожжевого теста, запеченный в соке жарящегося

над ним мяса)
yourself (yourselves) [j 'self] ([j 'selvz]) pron сам (сами) (о 2-м л. ед. и мн. ч.), без посторонней помощи

IRREGULAR VERBS LIST

СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Verb (VI)	Past Tense(V2)	Past Participle (V3)
begin начинать	began	begun
break ломать	broke	broken
bring приносить	brought	brought
build строить	built	built
buy покупать	bought	bought
catch ловить	caught	caught
choose выбирать	chose	chosen
come приходить	came	come
cut резать	cut	cut
do делать	did	done
draw рисовать	drew	drawn
dream мечтать; видеть сны	dreamed, dreamt	dreamed, dreamt
drink пить	drank	drunk
drive вести машину	drove	driven
eat есть, кушать	ate	eaten
fall падать	fell	fallen
feed кормить	fed	fed
feel чувствовать	felt	felt
fight бороться	fought	fought
find находить	found	found
fit подходить по размеру	fit	fit
fly летать	flew	flown
forget забывать	forgot	forgotten
get получить	got	got
give дать	gave	given
go идти,ехать	went	gone
grow расти	grew	grown
have иметь	had	had
hear слышать	heard	heard
keep держать, хранить	kept	kept
knit вязать	knitted, knit	knitted, knit
know знать	knew	known
lay накрывать (на стол)	laid	laid

learn изучать, узнавать	learned, learnt	learned, learnt
leave уезжать, уходить, покидать	left	left
lie лежать	lay	lain
lose терять	lost	lost
make делать	made	made
pay платить	paid	paid
put класть	put	put
read читать	read	read
ride ехать (верхом)	rode	ridden
run бегать	ran	run
say говорить, сказать	said	said
see видеть	saw	seen
sell продавать	sold	sold
send посылать	sent	sent
sew шить	sewed	sewn
show показывать	showed	shown
sing петь	sang	sung
sit сидеть	sat	sat
sleep спать	slept	slept
spend тратить	spent	spent
spread распространять	spread	spread
stick приклеивать	stuck	stuck
swim плавать	swam	swum
take брать	took	taken
teach учить, обучать	taught	taught
tell говорить	told	told
think думать	thought	thought
throw бросать	threw	thrown
wear носить	wore	worn
win выигрывать	won	won
write писать	wrote	written

Учебное издание

Лапицкая Людмила Михайловна
Демченко Наталья Валентиновна
Калишевич Алла Ивановна и др.

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для 8 класса
общеобразовательных учреждений
с русским языком обучения

Редактор *Л.Д. Касьянова*
Художник *С.Л. Рыжикова*
Художественный редактор *Е.Э. Агунович*
Технический редактор *Н.А. Лебедевич*
Корректор *В.И. Аверкина*
Компьютерная верстка *Ю.Л. Шибаевой*

Подписано в печать 00.08.2010. Формат 60·90/16. Бумага офсетная.
Гарнитура «Школьная». Офсетная печать. Усл. печ. л. 14,0.
Уч.-изд. л. 10,99+0,4 форз. Тираж 77 850 экз. Заказ

Республиканское унитарное предприятие «Издательство “Вышэйшая школа”».
ЛИ № 02330/0494062 от 03.02.2009. Пр. Победителей, 11,
220048, Минск. E-mail: info@vshph.by Http://vshph.by

Республиканское унитарное предприятие «Минская фабрика цветной печати».
ЛП № 02330/0494156 от 03.04.2009. Ул. Корженевского, 20, 220024, Минск.

Название и номер школы

Учебный год	Имя и фамилия ученика	Класс	Состояние учебного пособия при получении	Отметка ученику за пользование учебным пособием
20 /				
20 /				
20 /				
20 /				

Учебное пособие издано за счёт средств государственного бюджета для фондов библиотек по заказу Министерства образования Республики Беларусь.